School Management and Operation, Collaborative Culture, and Organizational Efficiency in Public Junior High Schools in the Division of Sta. Rosa City, Laguna: Basis for a Proposed Improvement Program

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ABSTRACT

This study examined school management and operation, collaborative culture, and organizational efficiency in public junior high schools in the Division of Sta. Rosa City, Laguna, as a basis for a proposed improvement program. Using a descriptive research design, the study gathered assessments from supervisors, school administrators, teachers, and non-teaching personnel and reviewed school performance records. It examined operational management practices, collaborative relationships, differences in stakeholder assessments, associations between school practices and organizational efficiency, and factors that facilitated or hindered school functioning. The findings indicated generally positive assessments of school management and collaborative culture, with areas for further strengthening in school safety and resilience, responsiveness to emerging opportunities and challenges, conflict resolution, and inclusive decision-making. Reported relationships between management and collaboration dimensions and organizational efficiency point to the importance of reliable administrative systems, trust, communication, recognition, and shared responsibility. A proposed improvement program was developed around these priority areas and received favorable stakeholder assessments regarding suitability, acceptability, and feasibility. The study recommends contextual implementation, regular monitoring, and follow-up evaluation to determine progress and guide refinements.

Keywords: school management and operation; collaborative culture; organizational efficiency; OPCRF; improvement program; public junior high schools

INTRODUCTION

School management and operation comprise the administrative and organizational processes that support the daily functioning of schools. Effective resource management, accurate records, staff coordination, safe facilities, and responsiveness to emerging needs help schools sustain their educational goals. These responsibilities require both sound administrative systems and a collaborative culture in which school personnel share information, coordinate decisions, and work toward common priorities.

In the Philippine basic-education system, Republic Act No. 9155 establishes a framework for school-based management and accountability, while the Philippine Professional Standards for School Heads under DepEd Order No. 24, s. 2020, sets expectations for school leadership and management. DepEd Order No. 2, s. 2015, provides a performance-management framework through which targets and accomplishments can be reviewed. These policy directions highlight the importance of accountable operations, continuous improvement, and evidence-informed management.

The study's theoretical framing draws on systems theory, which views a school as an interconnected organization in which changes in one function can affect the whole; social capital and collaborative ecosystem perspectives, which emphasize trust, communication, shared norms, and collective problem-

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solving; and the Theory of Performance, which highlights the role of capability and supportive environments in performance. Together, these perspectives frame school operations, collaborative culture, and organizational efficiency as interrelated dimensions of school improvement.

In the Division of Sta. Rosa City, the study identified a need to examine operational management alongside collaborative culture and documented school performance. The study therefore assessed these dimensions across supervisors, school administrators, teachers, and non-teaching personnel; examined group differences and relationships with OPCRF ratings; identified facilitating and hindering conditions; and evaluated a proposed improvement program.

METHODOLOGY

This study employed a descriptive-correlational research design to examine school management and operation, collaborative culture, and organizational efficiency in public junior high schools in the Division of Sta. Rosa City, Laguna. The descriptive component characterized existing management practices and collaborative culture, while the correlational component examined the relationships among the study variables. Differences in assessments across respondent groups were also analyzed. The variables were examined under existing school conditions without experimental intervention or manipulation.

The respondents consisted of 819 personnel from nine public junior high schools in the Division of Sta. Rosa City, Laguna. These included 14 supervisors, 41 school administrators, 752 teachers, and 12 non-teaching personnel. The original study identified purposive sampling as the sampling technique and reported the inclusion of all 819 personnel, representing 100% of the stated population. The description of the sampling procedure should be understood in accordance with the actual recruitment process and the defined population of the study.

Data were collected using a researcher-developed questionnaire and documentary analysis of the Office Performance Commitment and Review Form (OPCRF) ratings for School Years 2022–2023 and 2023–2024. The questionnaire was developed in consultation with the research adviser and guided by the study objectives and relevant literature. The dimensions of school management and operation were adapted from Parlan (2023), while those pertaining to collaborative culture were drawn from Savariz and Magallanes (2024).

School management and operation was examined in terms of records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation and resiliency, emerging opportunities, and emerging challenges. Collaborative culture was assessed through shared goals and vision, open communication, trust and respect, empowerment and accountability, teamwork and cooperation, recognition and celebration, conflict resolution, continuous learning and improvement, inclusive decision-making, and leadership support and role modeling.

The questionnaire underwent content and language validation by ten validators comprising two Graduate School faculty members from the Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST)–Manila, four department heads, two master teachers, and two language experts from the Schools Division of Sta. Rosa City. Their recommendations were incorporated into the revised instrument. The questionnaire was subsequently pilot-tested with participants who were excluded from the main survey.

After securing the necessary approvals from the appropriate education officials and school heads, the researcher administered the questionnaires through face-to-face data collection. The completed questionnaires were retrieved, organized, and prepared for analysis. OPCRF records for the specified school years were also obtained from the participating schools and used as documentary data for the study.

Frequency counts and percentages were used to summarize the respondents’ profiles. Weighted means were computed to describe assessments of school management and operation, collaborative culture, and the other dimensions measured in the study. One-way analysis of variance (ANOVA) was employed to determine whether significant differences existed among the assessments of the four respondent groups. Pearson’s

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product–moment correlation coefficient was used to examine the relationships among school management and operation, collaborative culture, and OPCRF-based performance ratings.

The results of the statistical analyses served as the basis for identifying areas for improvement and developing a proposed improvement program for public junior high schools in the Division of Sta. Rosa City, Laguna

RESULTS AND DISCUSSION

School Management and Operation

Table 1. Assessment of School Management and Operation

Dimension	Composite WM	Interpretation	Rank
Records management	4.22	Highly Evident	2
Financial management	4.21	Highly Evident	3
School facilities and equipment	4.17	Evident	4
Management of staff	4.24	Highly Evident	1
School safety: disaster preparedness, mitigation, and resiliency	4.1	Evident	5.5
Emerging opportunities	4.1	Evident	5.5
Emerging challenges	4.05	Evident	7
Overall weighted mean	**4.16**	**Evident**	

School management and operation obtained an overall weighted mean of 4.16, interpreted as Evident. Management of staff ranked highest (WM = 4.24), followed by records management (WM = 4.22) and financial management (WM = 4.21). Emerging challenges received the lowest rating (WM = 4.05), while school safety and emerging opportunities each obtained 4.10. The results suggest that core administrative practices were evident, while school safety, emerging needs, and adaptation to challenges remain important areas for focused improvement. This interpretation is supported by the OECD (2016), which discusses planning, coordination, evaluation, and improvement as components of school leadership, and by Valenzuela and Buenvinida (2021), who examined school operations and resource management in relation to public-school performance.

Collaborative Culture

Table 2. Assessment of Collaborative Culture

Dimension	Composite WM	Interpretation	Rank
Shared goals and vision	4.24	Highly Evident	6.5
Open communication	4.28	Highly Evident	3
Trust and respect	4.31	Highly Evident	2
Empowerment and accountability	4.27	Highly Evident	4
Teamwork and cooperation	4.33	Highly Evident	1
Recognition and celebration	4.24	Highly Evident	6.5
Conflict resolution	4.15	Evident	10
Continuous learning and improvement	4.20	Highly Evident	8
Inclusive decision-making	4.18	Evident	9
Leadership support and role modeling	4.25	Highly Evident	5
Overall weighted mean	**4.24**	**Highly Evident**	

Collaborative culture was rated Highly Evident overall (WM = 4.24). Teamwork and cooperation ranked first (WM = 4.33), followed by trust and respect (WM = 4.31) and open communication (WM = 4.28). Conflict resolution received the lowest mean (WM = 4.15), followed by inclusive decision-making (WM =

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4.18). Although the overall pattern indicates a strong collaborative environment, these lower-rated dimensions point to opportunities to formalize constructive conflict resolution and broaden participation in school decisions. This interpretation is supported by OECD (2020), which identifies collegiality, mutual support, and staff participation in decision-making as features of collaborative school culture, and Hallinger and Heck (2011), who examine school leadership in relation to organizational relationships and school context.

Differences in Respondent-Group Assessments

Table 3. Group-Difference Tests

Domain	Dimensions assessed	Reported result	Decision
School management and operation	7	No significant differences; reported F-values below critical value 2.866	Fail to reject H_0
Collaborative culture	10	No significant differences; reported F-values below critical value 2.866	Fail to reject H_0

Note. The results indicate no statistically significant differences among supervisors, school administrators, teachers, and non-teaching personnel in their assessments of the two domains. The critical F-value is based on the applicable significance level and degrees of freedom.

The findings indicated no statistically significant differences among supervisors, school administrators, teachers, and non-teaching personnel in their assessments of school management and operation and collaborative culture. Based on the reported ANOVA results, the null hypotheses of no significant group differences were not rejected for either domain. These results indicate that the analysis did not establish statistically significant differences among the four respondent groups. The findings provide a basis for identifying shared priorities in developing school improvement initiatives while recognizing the distinct responsibilities and experiences of different stakeholder groups. Such considerations may help ensure that improvement strategies remain responsive to the needs of the school community.

Consistent with the descriptive findings, improvement initiatives may focus on further strengthening school safety procedures, conflict-resolution mechanisms, and opportunities for meaningful stakeholder participation in decision-making. These areas may serve as priorities for enhancing school management and fostering a more collaborative school environment. Muktha and Wahiduzzaman (2024) may provide a conceptual context for discussing educational administration practices in secondary schools. Their work should be cited in relation to the specific concepts or findings it supports. Overall, the results provide a basis for developing improvement strategies that consider both shared stakeholder assessments and the specific priorities identified in the descriptive analysis.

Organizational Efficiency Based on OPCRF Ratings

Table 4. OPCRF Ratings for School Years 2022–2023 and 2023–2024

School	2022–2023	2023–2024	Two-year average	Interpretation
Balibago Integrated High School	4.749	4.910	4.830	Outstanding
Aplaya National High School	4.733	4.780	4.757	Outstanding
Southville National High School	4.483	4.540	4.512	Outstanding
Aplaya-APEX	4.540	4.570	4.555	Outstanding
Don Jose National High School	4.750	4.880	4.815	Outstanding
Pulong Sta. Cruz National High School	4.549	4.770	4.660	Outstanding
Science and Technology High School	4.475	4.550	4.513	Outstanding
Sinalhan National High School	4.950	4.900	4.925	Outstanding
Sto. Domingo National High School	4.491	4.600	4.546	Outstanding
Overall average	4.636	4.722	4.679	Outstanding

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OPCRF records showed an overall two-year average of 4.679, interpreted as Outstanding according to the classification used in the source table. The overall rating increased from 4.636 in School Year 2022–2023 to 4.722 in School Year 2023–2024. Sinalhan National High School recorded the highest two-year average (4.925), while Southville National High School recorded the lowest (4.512); both were classified as Outstanding in the source table. These documentary ratings provide a useful indicator of institutional performance under the applicable performance-management framework. To obtain a more comprehensive assessment of organizational efficiency, the ratings may be considered alongside other indicators, such as resource utilization, administrative processing time, service quality, learner outcomes, and the relationship between resources used and outputs achieved. Accordingly, the OPCRF results are interpreted as a measure of documented performance within the scope of the appraisal framework.

Relationships between School Practices and Organizational Efficiency

Table 5. Reported Correlations with Organizational Efficiency

School management dimension	r	Interpretation	Reported significance
Records management	0.82	Very strong positive	Significant
Financial management	0.70	Strong positive	Significant
School facilities and equipment	0.64	Strong positive	Significant
Management of staff	0.77	Very strong positive	Significant
School safety and disaster resilience	0.65	Strong positive	Significant
Emerging opportunities	0.55	Moderate positive	Significant
Emerging challenges	0.70	Strong positive	Significant

The correlation results indicated positive associations between the assessed dimensions of school management and operation and the OPCRF-based performance measure. The coefficients ranged from 0.55 to 0.82, suggesting varying strengths of positive association across the dimensions examined. Records management obtained the highest reported correlation (r = 0.82), followed by management of staff (r = 0.77). Emerging opportunities had the lowest reported correlation (r = 0.55), although the relationship was still interpreted as moderately positive under the adopted scale. Semanero et al. (2024), in their examination of challenges in implementing school-based management, provide relevant context for understanding management arrangements and compliance processes in school administration. Their work offers a contextual perspective for examining school management practices alongside organizational outcomes.

Overall, the findings provide insights into the relationships between school management dimensions and organizational performance. These results may inform the development of school improvement initiatives focusing on administrative practices, resource management, staff coordination, and school operations. The findings indicate associations among the variables rather than establishing causal relationships.

Table 6. Reported Correlations between Collaborative Culture and Organizational Efficiency

Collaborative culture dimension	r	Interpretation	Reported significance
Shared goals and vision	0.76	Strong positive	Significant
Open communication	0.81	Very strong positive	Significant
Trust and respect	0.82	Very strong positive	Significant
Empowerment and accountability	0.77	Very strong positive	Significant
Teamwork and cooperation	0.78	Very strong positive	Significant
Recognition and celebration	0.88	Very strong positive	Significant
Conflict resolution	0.76	Strong positive	Significant
Continuous learning and improvement	0.66	Strong positive	Significant
Inclusive decision-making	0.72	Strong positive	Significant
Leadership support and role modeling	0.78	Very strong positive	Significant

The findings indicated positive associations between the assessed dimensions of collaborative culture and

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OPCRF-based performance ratings. Among the collaborative culture dimensions, recognition and celebration demonstrated the strongest reported correlation (r = 0.88), followed by trust and respect (r = 0.82) and open communication (r = 0.81). Continuous learning and improvement had the lowest reported coefficient (r = 0.66), although it still indicated a strong positive association. These results suggest that employee recognition, mutual trust, and open communication are important areas to consider when developing strategies to strengthen school performance.

Benoliel and Schechter (2023) discuss collaborative ecosystems as a leadership concern in complex school systems, providing a conceptual perspective for understanding the role of collaborative practices in school outcomes. The reported correlations offer insights into the relationship between collaborative culture and organizational efficiency. These findings may inform the development of initiatives that strengthen collaboration, shared leadership, and stakeholder engagement in schools. Consistent with the descriptive-correlational research design, the results are interpreted as associations between the study variables.

Facilitating and Hindering Factors

Table 7. Assessment of Facilitating and Hindering Factors

Area	Overall WM	Interpretation
Facilitating factors: school management and operation	4.27	Highly Facilitating
Facilitating factors: collaborative culture	4.20	Highly Facilitating
Hindering factors: school management and operation	2.16	Least Hindering
Hindering factors: collaborative culture	1.86	Least Hindering

Facilitating factors were rated Highly Facilitating for school management and operation (WM = 4.27) and collaborative culture (WM = 4.20). Hindering factors were rated Least Hindering for school management and operation (WM = 2.16) and collaborative culture (WM = 1.86). The findings suggest that respondents perceived existing conditions as generally supportive, although the presence of hindrances warrants continued attention. The study identified resource constraints, communication issues, and the need for continuing support as considerations for operational and collaborative improvement. Villanueva and Buenbrazo (2023) examined challenges encountered by school administrators during the new normal, offering related context for considering operational barriers and the support school leaders may need. Their study informs the discussion of potential barriers but does not establish that the same challenges occurred at the same level in the present schools.

Proposed Improvement Program

The proposed improvement program is intended to strengthen school management and operational efficiency while sustaining collaborative practices. It gives particular attention to school safety and disaster preparedness, mitigation and resiliency; emerging opportunities and challenges; conflict resolution; and inclusive decision-making. The program is organized around key result areas, objectives, activities, responsible personnel, timelines, and resources, with implementation integrated into existing school planning and monitoring processes.

Table 8. Proposed Contextualized Improvement Program and Implementation Matrix

Key result area and objective	Priority activities and strategies	Persons responsible	Time frame and resources	Performance indicators
1. School safety, disaster preparedness, mitigation, and resilience Objective: strengthen read-	Review and update the school safety and disaster-preparedness plans; conduct risk and facilities inspections; schedule drills and post-drill reviews; identify mitiga-	School head; DRRM coordinator; School Safety Committee; property custodian; teachers and non-teaching personnel.	Initial review within the first quarter; drills and monitoring each semester. Use approved school/division	Updated and approved safety plan; completed risk checklist; drill attendance and evaluation; documented corrective actions; facili-

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iness and reduce operational risks.	tion actions and priority equipment needs.		funds and available DRRM resources; itemized costing to be prepared locally.	ties/equipment monitoring log.
2. Operational management and resource use Objective: improve records, financial processes, facilities monitoring, and staff coordination.	Review records-management procedures and document control; prepare a resource-prioritization plan; monitor facilities and equipment; clarify staff roles and workflow; review operational issues during management meetings.	School head; administrative officer/designated records personnel; property custodian; finance and supply personnel; department heads.	Quarterly review throughout the school year. Implement through existing school planning and approved MOOE or other authorized sources; validate costs before implementation.	Updated records protocols; periodic records audit; resource-prioritization plan; maintenance log; documented staff assignments and workflow actions.
3. Emerging opportunities and challenges Objective: strengthen anticipatory planning and timely response.	Hold quarterly environmental-scanning and issue-review sessions; maintain an opportunity/challenge register; assess impact and urgency; assign action owners and follow-up dates; document lessons learned.	School head; School Improvement Team; department heads; coordinators; representatives of teaching and non-teaching personnel.	Quarterly, with urgent issues addressed as they arise. Use meeting time and existing planning resources.	Updated issue/opportunity register; meeting minutes; assigned action owners; response timelines; evidence of completed or revised actions.
4. Collaborative culture, conflict resolution, and inclusive decision-making Objective: promote respectful dialogue, participation, trust, and shared accountability.	Conduct structured collaborative meetings and interdisciplinary dialogue; provide practical conflict-resolution and problem-solving sessions; use transparent consultation for decisions affecting staff; establish feedback channels; recognize team and individual contributions.	School head; department heads; human-resource/designated personnel; School Improvement Team; teachers and non-teaching personnel.	At least once per quarter, with feedback and recognition integrated into regular meetings. Use existing professional-development and school funds as approved.	Meeting and consultation records; attendance and participation logs; documented decisions and rationale; conflict-resolution action records; staff feedback summaries; recognition records.
5. Performance monitoring, program coordination, and sustainability Objective: monitor implementation and use evidence to refine the improvement program.	Orient staff on program goals and roles; map activities to school targets and OPCRF review cycles; maintain an implementation tracker; review progress and resource use; conduct end-of-cycle reflection and revise activities based on evidence.	School head; program coordinator; School Improvement Team; department heads; personnel responsible for performance management.	Orientation at launch; monitoring each quarter; annual review before the next planning cycle. Integrate with existing monitoring and evaluation processes.	Orientation materials and attendance; completed monitoring tracker; quarterly progress reports; OPCRF-aligned evidence; documented corrective actions and revised annual plan.

The improvement priorities align with the study's lower-rated areas and its findings on relationships between management, collaboration, and performance. Regular review and stakeholder participation can help schools

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adapt activities to local needs and assess implementation progress. The proposed activities emphasize collaborative planning, communication, shared decision-making, school resilience, and context-sensitive implementation. Yılmaz (2022) reviews teachers' professional collaboration, including barriers and suggestions, and provides relevant support for including structured collaboration and practical strategies for strengthening teamwork in the proposed program. The specific activities and timelines should be finalized according to each school's assessed needs and available resources.

Evaluation of the Proposed Improvement Program

Table 9. Suitability, Acceptability, and Feasibility

Evaluation criterion	Overall WM	Interpretation
Suitability	4.21	Highly Suitable
Acceptability	4.17	Acceptable
Feasibility	4.14	Feasible

The proposed improvement program was rated Highly Suitable (WM = 4.21), Acceptable (WM = 4.17), and Feasible (WM = 4.14). Suitability obtained the highest weighted mean, indicating that respondents considered the program relevant to the needs identified in the study. The ratings for acceptability and feasibility likewise reflect favorable assessments of the program's potential for implementation. Elger's (2007) Theory of Performance provides a conceptual foundation for program development by emphasizing the relationship between performance, individual capabilities, and supporting conditions. Overall, the evaluation results provide a basis for implementing the proposed program, with monitoring and evaluation serving to guide its continuous improvement and assess its outcomes.

STUDY LIMITATIONS

This study was limited to nine public junior high schools in the Division of Sta. Rosa City, Laguna, using stakeholder assessments and OPCRF ratings for School Years 2022–2023 and 2023–2024. The findings reflect the selected setting and observation period, while the descriptive-correlational design identifies associations rather than causal relationships. Future research may include additional school divisions, extend the observation period, and incorporate objective performance indicators with appropriate alignment between individual-level assessments and school-level records.

CONCLUSIONS

1. The school management and operations in Sta. Rosa City's public junior high schools demonstrate a consistent level of effectiveness, emphasizing a well-established system that supports educational goals.

2. Stakeholders in public junior high schools recognize a strong atmosphere of unity and mutual support, indicating a well-rooted culture of working together toward shared educational goals.

3. There is a strong sense of alignment and mutual understanding across the school community, emphasizing a cohesive and supportive environment where everyone shares similar perspectives on how the institution functions and collaborates.

4. The public junior high schools demonstrate exceptional effectiveness in meeting institutional goals, indicating a high level of professionalism and accountability in their operations.

5. The integration of systematic practices with a collaborative and supportive environment significantly enhances the school's overall performance. By promoting open communication, mutual respect, and a culture of shared responsibility, the institution is better positioned to operate efficiently, achieve its objectives, and sustain continuous improvement across all functional areas.

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6. There are supportive conditions that play a strong role in strengthening leadership and teamwork in schools, while certain challenges still exist and require thoughtful attention to ensure continued growth and improvement.

7. The Proposed Improvement Program is hereby offered as a comprehensive initiative to enhance critical aspects of school management and community collaboration, offering a structured approach that guides action, fosters shared responsibility, and supports continuous development across key areas of the school.

8. The Proposed Improvement Program gains strong support from stakeholders, reflecting its practicality, relevance, and potential to create meaningful improvements within the school setting in the Division of Sta. Rosa City.

RECOMMENDATIONS

1. School administrators and teachers may consider the adoption and implementation of the Proposed Improvement Program in Balibago Integrated High School and later, in other schools in the Division of Sta. Rosa City.

2. Supervisors and school administrators may continuously exhibit the existing sense of unity and support by establishing regular collaborative meetings that include teachers and non-teaching staff to openly discuss goals, challenges, and plans, fostering shared understanding and teamwork.

3. Supervisors and school administrators, in collaboration with teachers, may continuously establish regular interdisciplinary workshops and dialogue sessions focused on key areas like management practices and collaboration. These sessions may involve representatives from all groups to foster mutual understanding, align goals, and build a more cohesive school community within the public junior high schools in the Division of Sta. Rosa City.

4. School heads, in collaboration with teachers, learners, and non-teaching personnel, may regularly conduct performance reviews and feedback sessions to maintain the organizational efficiency and celebrate successes and identify areas for growth, if any, ensuring continued professionalism and accountability in public junior high schools.

5. School administrators and supervisors may focus on maintaining organized systems, effective staff management, and strategic planning while promoting a culture of trust, recognition, and open communication. Moreover, teachers and non-teaching personnel may actively engage in teamwork, share best practices, and participate in decision-making processes to reinforce collaboration and collective responsibility. By working together, all stakeholders can create a more efficient, productive, and supportive school environment that drives overall performance and continuous improvement.

6. School administrators, department heads, and School Improvement Teams may organize targeted workshops focused on problem-solving and team-building, allowing staff to collaboratively identify obstacles in management and collaboration and develop actionable strategies to overcome them.

7. Teachers and non-teaching personnel may help the school administrators in addressing the identified challenges by developing a comprehensive communication and resource management plan that includes regular staff training, clear protocols for information sharing, and a system for prioritizing funding and infrastructure improvements to support both daily operations and new initiatives.

   Likewise, school administrators and Human Resource Officers may implement regular, structured feedback sessions and trust-building activities that encourage open communication, recognize staff contributions, and model respectful interactions within the school setting.

8. School administrators and program coordinators, in collaboration with internal stakeholders, may create a monitoring system to track the progress of the Proposed Contextualized Improvement Program. This will allow for real-time adjustments, ensuring the program remains effective and aligned with its goals and objectives.

9. School leaders and supervisors may conduct orientation and training sessions to ensure all staff clearly understand the program's goals, processes, and their roles in implementation based on the results of the evaluation to maximize the effectiveness of the Proposed Contextualized Improvement Program.

10. A follow-up study may be conducted within the same framework and using identical parameters but involving a different cohort of respondents. This approach will help confirm the reliability and generalizability of the current findings, enhancing the study's validity and contributing to a deeper understanding of the subject across varied populations.

Ethical Considerations

The study observed applicable ethical standards in data collection and the use of school performance records. Institutional permissions, appropriate consent procedures, confidentiality safeguards, and authorization to access and use OPCRF ratings were observed in accordance with relevant institutional policies and ethical requirements. Participants' identities and school records were protected, and findings were reported responsibly.

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