

Managerial Practices: Its Influence on School Heads' Management Performance

Tarhata S. Lauban

Principal II, Notre Dame Village National High School, Cotabato City, Maguindanao del Norte, Philippines

Publication history: Received: April 11, 2026; Revised: May 12, 2026; Accepted: May 16, 2026

Email of Corresponding Author: tartslauban19@gmail.com

Abstract

This study examined the managerial practices on reward systems and their influence on school heads' management performance in selected Schools Divisions under the Ministry of Basic, Higher, and Technical Education (MBHTE) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) during the School Year 2025–2026. Anchored on Vroom's Expectancy Theory, the study focused on leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills as dimensions of managerial practices on reward systems. School heads' management performance was assessed in terms of the presence of reward systems, intensity of rewards, monetary rewards, recognition, and incentives. The study employed a descriptive-correlational research design. Respondents consisted of 285 public school heads from the Schools Division of Cotabato City, Special Geographic Area, Maguindanao Del Sur, and Maguindanao Del Norte selected through purposive sampling. Data were gathered using a self-constructed and validated questionnaire subjected to pilot testing and Cronbach reliability testing. Descriptive statistics, Pearson r correlation, and ANOVA were utilized to analyze the data. Findings revealed that managerial practices on reward systems were "Evident" across all dimensions, particularly in leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills. Likewise, school heads' management performance in terms of reward system presence, intensity of rewards, monetary rewards, recognition, and incentives was also rated "Evident." Correlation analysis showed very strong positive and statistically significant relationships between managerial practices on reward systems and school heads' management performance, with all variables obtaining significance values of 0.001. The study further established that managerial practices on reward systems significantly influenced school heads' leadership performance, supervision, administration, decision-making, and conflict management. The study concluded that well-structured and effectively implemented reward systems positively contribute to professional growth, institutional excellence, and continuous improvement among school heads. It recommended strengthening reward mechanisms, improving transparency and accessibility of incentives, and sustaining staff development initiatives within MBHTE schools. The study supports SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 16 (Peace, Justice, and Strong Institutions) by promoting effective educational leadership, accountability, and institutional efficiency. Its sustainability impact lies in strengthening educational governance, improving organizational effectiveness, and fostering supportive learning environments within BARMM schools.

Keywords: Conflict Resolution Skills; Decision-Making Skills; Leadership Effectiveness; Management Performance; Reward System; School Administration Efficiency; School Heads; Staff Supervision and Development; Sustainable Educational Governance; Transparency and Accountability

1. Introduction

Effective school leadership is essential in achieving quality education and improving institutional performance. Educational systems rely on competent school heads who can lead effectively, manage resources efficiently, motivate personnel, and foster positive school environments. In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), the Ministry of Basic, Higher, and Technical Education (MBHTE) implements managerial practices on reward systems to motivate school heads and strengthen management performance. These reward systems aim to enhance leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills. This study examines the relationship and influence of managerial practices on reward systems on school heads' management performance in the Schools Division of Cotabato City, Special Geographic Area, Maguindanao Del Sur, and Maguindanao Del Norte during the School Year 2025–2026.

1.1 Managerial Practices on Reward System and School Heads' Management Performance in BARMM Schools

Effective school leadership significantly contributes to improved student achievement, teacher morale, and overall school performance. International educational frameworks emphasize equitable and effective systems for supporting educational leaders through performance-based rewards and incentives. Such systems encourage accountability, excellence, and continuous improvement in educational institutions. In BARMM, educational leadership faces challenges related to

conflict, displacement, and culturally responsive educational management. The MBHTE serves as the primary governing body responsible for implementing policies that strengthen educational leadership and school management. Consequently, understanding the influence of managerial practices on reward systems is essential in improving school heads' performance and educational outcomes within the region. This study focuses on determining the relationship between managerial practices on reward systems and school heads' management performance. Specifically, it examines leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills as dimensions of managerial practices, while management performance is assessed through the presence of reward systems, intensity of rewards given, monetary rewards, recognition, and incentives.

1.2 Related Literature on Reward System Practices and School Head Management Competencies

Related literature emphasizes that managerial practices on reward systems positively influence school leadership and organizational performance. Leadership effectiveness is strengthened through clear communication of vision, accountability, innovation, and collaborative relationships (Ghamrawi, 2025; Hojeij, 2024). Reward systems encourage school leaders to improve decision-making skills by promoting informed, timely, and collaborative decisions aligned with organizational goals (Ongweno, et al., 2024; CSC, 2023; Ijr, 2024). Studies also highlight the importance of staff supervision and development in improving educational quality. Professional development opportunities, mentoring, performance evaluation, and staff empowerment contribute to organizational effectiveness and teacher competence (Makau et al., 2024; Guiamalon, et al., 2022). Furthermore, school administration efficiency is enhanced through streamlined processes, efficient resource allocation, effective communication, accountability, and innovation in administrative systems (Gosfem, 2023; DepEd, 2016; Valenzuela & Buenvinida, 2021). Conflict resolution skills are likewise reinforced through managerial practices on reward systems that encourage active listening, cooperation, transparency, and constructive problem-solving (Pollak, 2024; Ardemer, 2022; Kilman, 2024). Reward systems promote harmonious relationships among school personnel and strengthen trust and collaboration within educational institutions. Research further indicates that reward systems significantly affect school heads' management performance. The presence of transparent and consistently implemented reward systems motivates school leaders to perform effectively and maintain accountability (DepEd, 2016; CSC, 2018; CSC, 2020). The intensity and fairness of rewards, including monetary and non-monetary incentives, influence motivation, morale, innovation, and job satisfaction among school heads (CSC, 2021; DepEd, 2024; RSPublication, 2025). Monetary rewards provide tangible recognition of performance and achievements, while recognition through plaques, certificates, and formal acknowledgment reinforces positive management behaviors and professional commitment (CSC, 2001; DepEd & CSC, 2024). These findings collectively demonstrate that reward systems contribute significantly to improved leadership and school management performance.

1.3 Global, National, and BARMM Context of Educational Reward Systems and School Leadership

Globally, educational organizations recognize the importance of performance-based reward systems in strengthening school leadership and educational quality. International frameworks advocate for systems that recognize excellence, support accountability, and promote equitable educational management. Nationally, the Civil Service Commission (CSC) and the Department of Education (DepEd) have established policies such as the Strategic Performance Management System (SPMS), Performance-Based Bonus (PBB), and Program on Awards and Incentives for Service Excellence (PRAISE). These policies aim to motivate educational leaders and ensure transparency, fairness, and accountability in reward distribution (CSC, 2023; DepEd, 2024). Within BARMM, the MBHTE implements managerial practices on reward systems to improve school leadership and administrative performance. Given the region's unique educational and socio-political context, reward systems are viewed as mechanisms for motivating school heads, improving school climate, and enhancing educational service delivery. The system also supports leadership development, staff motivation, and effective conflict management within schools.

1.4 Expectancy Theory and Conceptual Framework on Reward System and Management Performance

This study is anchored on the Expectancy Theory developed by Victor Vroom. The theory posits that individuals are motivated to perform effectively when they believe that effort leads to desirable performance outcomes and corresponding rewards. The theory includes expectancy, instrumentality, and valence as key components influencing motivation. In this study, managerial practices on reward systems serve as motivational mechanisms that encourage school heads to improve their management performance. School heads who perceive rewards as valuable and contingent upon successful performance are more likely to demonstrate leadership effectiveness, sound decision-making, efficient administration, staff development, and constructive conflict resolution. The conceptual framework presents managerial practices on reward systems as the independent variable composed of leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills. School heads' management performance serves as the dependent variable measured through the presence of reward systems, intensity of rewards, monetary rewards, recognition, and incentives. The framework illustrates the presumed relationship between reward system practices and school management performance.

1.5 Research Gaps on Reward System Implementation and School Heads' Management Performance in BARMM

Although previous studies have examined reward systems and leadership performance, limited research specifically investigates the influence of managerial practices on reward systems on school heads' management performance within BARMM. Existing studies often focus on general educational leadership or organizational motivation without addressing the unique socio-cultural and administrative context of the Bangsamoro region. Furthermore, there is limited empirical evidence examining how leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills interact with reward systems in improving school heads' management performance. This study addresses these gaps by investigating the relationship and influence between managerial practices on reward systems and management performance among school heads in selected Schools Divisions within BARMM. The findings are expected to provide valuable insights for policymakers, educational leaders, and administrators in designing more effective reward systems that support school improvement and educational quality.

1.6 Sustainable Development Goals (SDGs) Relevant to Reward Systems and Educational Leadership in BARMM

This study aligns with several Sustainable Development Goals (SDGs), particularly: SDG 4 – Quality Education, as the study promotes effective educational leadership, improved school management, and enhanced educational outcomes through strengthened reward systems. SDG 8 – Decent Work and Economic Growth, because fair and performance-based reward systems support motivation, productivity, professional development, and institutional efficiency among school leaders. SDG 16 – Peace, Justice, and Strong Institutions, since transparent and accountable reward systems contribute to ethical governance, conflict resolution, institutional trust, and effective educational management. SDG 17 – Partnerships for the Goals, through collaboration among MBHTE, CSC, DepEd, school heads, and educational stakeholders in strengthening educational leadership systems. The study contributes to sustainable educational governance by supporting leadership accountability, professional excellence, and institutional effectiveness within BARMM schools.

1.7 Multidisciplinary Sustainability Contributions of Reward Systems to School Leadership and Educational Management

The study contributes to multiple dimensions of sustainability, particularly educational, socio-economic, institutional, and community sustainability. By strengthening managerial practices on reward systems, educational institutions may improve leadership performance, staff motivation, organizational efficiency, and school climate. From an educational sustainability perspective, effective reward systems help sustain quality leadership and continuous professional development among school heads and teachers. In terms of institutional sustainability, transparent and accountable reward mechanisms promote ethical governance, efficient administration, and effective policy implementation. The study also contributes to socio-economic sustainability by encouraging productivity, job satisfaction, and professional motivation among educational leaders. Improved school management may further support community sustainability by fostering stable and supportive learning environments that benefit students, teachers, and local communities within BARMM.

2. Material and methods

2.1 Research Design

This study employed a descriptive-correlational research design to determine the managerial practices on reward system and its influence on school heads' management performance. The descriptive aspect was used to present the current condition of managerial practices on reward systems and the level of management performance among school heads. The correlational aspect examined whether significant relationships existed between reward system practices and management performance without manipulating the variables. The design was appropriate because it described naturally occurring conditions and identified associations between variables related to leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills. It also helped explain how managerial practices on reward systems may be associated with school heads' management performance.

2.2 Locale of the Study

The study was conducted in schools managed by the Ministry of Basic, Higher, and Technical Education (MBHTE) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Philippines. The selected schools were beneficiaries of systems implemented through school heads' management practices. The study covered central schools under the Schools Division of Maguindanao Del Norte, Schools Division of Cotabato City, Schools Division of Special Geographic Area, and Schools Division of Maguindanao Del Sur. These schools served as the study locale because they operate under the educational management systems implemented by MBHTE and are directly involved in applying managerial reward practices in school administration.

2.3 Respondents of the Study

The respondents of the study were public school heads serving as school leaders in the selected divisions of BARMM. A total of 287 school heads were identified as respondents, consisting of 130 from the Schools Division of Maguindanao Del Sur, 100 from the Schools Division of Maguindanao Del Norte, 15 from the Schools Division of Special Geographic Area,

and 40 from the Schools Division of Cotabato City. However, only 285 school leaders successfully answered the survey questionnaire.

2.4 Sample and Sampling Procedure

The study utilized purposive sampling in selecting respondents who possessed characteristics relevant to the research objectives. Respondents were chosen based on their exposure to and experience with the managerial practices on reward system and its influence on school heads' management performance. Selection criteria included the length of service under the reward system, school size, school type, prior management experience, and perceived success or challenges in implementing the reward system. The researcher identified and contacted potential respondents who met the criteria, explained the purpose of the study, and secured informed consent prior to data collection. The selected respondents provided information regarding their experiences and perceptions related to managerial practices on reward systems and school management performance.

2.5 Research Instrument

The study used a self-constructed questionnaire as the primary data gathering instrument. The questionnaire was designed to determine the managerial practices on reward system and its influence on school heads' management performance in the selected Schools Divisions within BARMM during the School Year 2025–2026. The instrument consisted of two parts. The first part focused on managerial practices on reward systems, while the second part measured school heads' management performance. A five-point response scale was utilized to determine the extent of implementation and observation of managerial practices and management performance indicators. Respondents selected answers based on their observed or experienced level of implementation. The scale used qualitative descriptions and numerical ratings ranging from strongly evident to least evident. The questionnaire underwent content validation by three resident professors from the Cotabato State University Graduate School. Prior to the actual conduct of the study, a pilot test was administered to five school principal respondents from different high schools in the Schools Division of Cotabato City who were excluded from the actual respondents. The validity of the instrument was determined using Item Total Analysis split-half method checked through Cronbach reliability testing.

2.6 Data Gathering Procedure

The researcher prepared a permission letter addressed to the Minister of the Ministry of Basic, Higher, and Technical Education (MBHTE) of BARMM. Upon approval, the approved letter was attached to separate communication letters sent to the division offices of Cotabato City, Maguindanao Del Sur, Special Geographic Area, and Maguindanao Del Norte for further approval. After obtaining approval from the concerned offices, the questionnaires were distributed to the identified respondents through the division research focal persons. The researcher printed the questionnaires, while the division research focal persons facilitated the administration and distribution of the survey instruments in the schools. Constant communication was maintained to ensure retrieval of the completed questionnaires and proper collection of data.

2.7 Data Analysis Techniques

Descriptive statistics were used to analyze the level of implementation of managerial practices on reward systems in terms of leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills. Descriptive statistics were also applied in determining the extent of school heads' management performance in terms of presence of the reward system, intensity of reward given, monetary rewards, and recognition. The study utilized mean ranges with corresponding qualitative descriptions to interpret the responses from strongly evident to least evident. Pearson r correlation was used to determine whether a significant relationship existed between managerial practices on reward systems and school heads' management performance. Furthermore, ANOVA was utilized to determine the significant influence of managerial practices on reward systems on school heads' management performance.

3. Results and Discussion

3.1 Managerial Practices on Reward System Implementation

3.1.1 Leadership Effectiveness

The findings revealed that the managerial practices on reward system implementation in terms of leadership effectiveness obtained an overall mean of 4.15, interpreted as "Evident." The highest-rated indicator showed that leaders were encouraged to communicate vision and objectives clearly to their teams, while the lowest-rated indicator involved fostering accountability and responsibility among school leaders. Other indicators such as leadership motivation, timely feedback, collaboration, innovation, and effective decision-making were also rated evident to highly evident. These results indicate that reward systems positively support leadership effectiveness among school heads by encouraging communication, innovation, collaboration, and professional growth. Howard (2022) emphasized that reward systems combined with transformational leadership positively influence school culture and effectiveness. Similarly, Alzoraiki et al. (2023) highlighted that strong leadership communication reinforced by reward systems improves organizational effectiveness.

Ondieki (2024) further explained that unclear promotion policies and insufficient support may weaken accountability, which aligns with the relatively lower rating on accountability and responsibility.

3.1.2 Decision-Making Skills

The overall mean for managerial practices on reward system implementation in terms of decision-making skills was 4.05, interpreted as “Evident.” The highest-rated indicators showed that reward incentives promoted confidence among school heads in making difficult decisions and encouraged collaboration and continuous improvement in decision-making. The lowest-rated indicator involved aligning decisions with organizational goals, although it remained within the evident range. The results suggest that reward systems enhance school heads’ confidence, collaboration, and evidence-based decision-making practices. Viray-Castillejos (2022) noted that reward systems motivate decision-related behaviors in educational settings, while Bardach (2025) emphasized that rewards encourage deliberate and approach-oriented decision-making. Peterson et al. (2024) also found that collaborative and data-driven leadership practices improve decision quality and organizational outcomes. However, Ondieki (2024) explained that unclear reward policies may weaken alignment between leadership decisions and institutional goals.

3.1.3 Staff Supervision and Development

The findings showed an overall mean of 3.98, interpreted as “Evident,” for staff supervision and development. The highest-rated indicator involved conducting regular performance evaluations to identify staff development needs, while the lowest-rated indicator focused on motivating staff participation in trainings and capacity-building activities. Indicators related to mentoring, recognition of innovative performance, empowerment, collaboration, and morale enhancement were also rated evident. These findings indicate that reward systems positively influence supervision and staff development by encouraging performance evaluation, mentoring, and professional growth. Smith (2020) emphasized the importance of performance evaluations in identifying development needs, while Brown and Grant (2017) highlighted the role of coaching and mentoring within reward frameworks. Chen et al. (2019) further explained that innovation-linked rewards encourage creativity and professional improvement. Johnson (2018), however, noted that participation in training activities depends on factors beyond rewards, such as relevance and time availability.

3.1.4 School Administration Efficiency

The overall mean for school administration efficiency was 4.01, interpreted as “Evident.” The highest-rated indicator showed that school heads were motivated to allocate resources efficiently, while the lowest-rated indicator involved improving the organization of administrative procedures. Other indicators such as timely completion of tasks, effective communication, coordination, accountability, and innovation were also rated evident. The findings imply that managerial practices on reward systems contribute positively to efficient school administration. Garcia (2021) emphasized that effective reward systems enhance organizational efficiency and goal achievement. Chen (2019) further noted that efficient resource allocation improves school performance and student outcomes. Wilson and Davis (2018) also explained that reward frameworks streamline workflows and administrative processes. However, Lee (2017) stressed that administrative organization also depends on policies, communication, and training, which may explain the lower rating for procedural organization.

3.1.5 Conflict Resolution Skills

The overall mean for conflict resolution skills was 4.11, interpreted as “Evident.” The highest-rated indicator showed that reward systems encouraged school heads to address conflicts promptly and constructively, while the lowest-rated indicator involved encouraging creative conflict resolution strategies. Indicators related to active listening, teamwork, transparency, communication, trust-building, and continuous improvement were also rated evident. The results indicate that reward systems strengthen school heads’ conflict management skills and contribute to positive school relationships. Shanka (2017) explained that reward systems promote constructive conflict management strategies. Thompson (2021) further emphasized that institutional recognition reinforces procedural fairness and transparency. Miller (2023) also noted that incentives encourage communicative and collaborative leadership styles. Evangelista (2022), however, found that school leaders often rely on standard conflict resolution approaches instead of highly creative strategies, which supports the lower mean for innovative conflict solutions.

3.2 School Heads’ Management Performance

3.2.1 Presence of the Reward System

The findings revealed an overall mean of 3.91, interpreted as “Evident,” regarding the presence of the reward system. The highest-rated indicator showed that school personnel were aware of the criteria and processes involved in the reward system, while the lowest-rated indicator involved creating a culture of accountability and excellence. Indicators related to implementation, leadership involvement, recognition, communication, and feedback mechanisms were also rated evident. These findings suggest that the presence of reward systems positively affects management performance by promoting awareness, motivation, and recognition. Williams (2022) emphasized that effective reward systems improve organizational performance and motivation. Smith (2020) also highlighted that transparency and communication improve the

effectiveness of reward systems. Johnson (2018), however, explained that accountability and excellence require broader leadership and professional development initiatives beyond rewards alone.

3.2.2 Intensity of Reward Given

The overall mean for intensity of reward given was 3.79, interpreted as “Evident.” The highest-rated indicator showed that reward intensity encouraged continuous professional development and innovation, while the lowest-rated indicator involved the regular presentation of non-monetary rewards. Indicators related to morale, motivation, fairness, consistency, and balanced incentives were also rated evident. The results indicate that reward intensity contributes positively to school heads’ motivation and professional development. Romorosa (2025) emphasized that rewards linked to professional development improve leadership performance, while Hassan et al. (2021) explained that incentives increase job satisfaction among educational leaders. Garcia and Martinez (2020) further stressed the importance of balancing monetary and non-monetary rewards. Riener and Schneider (2022), however, noted that non-monetary recognition often faces implementation challenges in educational settings.

3.2.3 Monetary Rewards

The findings showed an overall mean of 3.87, interpreted as “Evident,” regarding monetary rewards. The highest-rated indicators involved the motivational value of monetary rewards and school heads’ understanding of reward criteria, while the lowest-rated indicator focused on the impact of monetary rewards on job satisfaction and motivation. Other indicators such as transparency, fairness, innovation, and strategic leadership support were also rated evident. These findings imply that monetary rewards positively influence management performance and leadership motivation. Mwombeki and Mwe Mezi (2025) emphasized that financial incentives enhance job satisfaction and motivation. Jiang and Nair (2025) further noted that financial incentives improve leadership quality and educational outcomes. However, Basilio, et al. (2025) found that concerns regarding compensation fairness and future salary prospects may limit the positive impact of monetary rewards on job satisfaction.

3.2.4 Recognition

The overall mean for recognition was 3.94, interpreted as “Evident.” The highest-rated indicator showed that recognition programs were integrated with other incentive mechanisms, while the lowest-rated indicator involved the transparency of recognition criteria. Indicators related to feedback, peer recognition, motivation, and alignment with national standards were also rated evident. The findings suggest that recognition systems significantly support school heads’ management performance and leadership development. Garcia and Rodriguez (2022) emphasized that recognition fosters excellence and continuous improvement. Smith and Johnson (2024) also highlighted that integrating recognition with other incentive systems strengthens motivation and performance. Lee and Wilson (2023), however, explained that unclear recognition criteria may reduce trust and satisfaction among school leaders.

3.2.5 Incentives

The findings revealed an overall mean of 4.07, interpreted as “Evident,” regarding incentives. The highest-rated indicator showed that both monetary and non-monetary incentives were regularly provided for outstanding management performance, while the lowest-rated indicator involved fairness and transparency in incentive distribution. Indicators related to communication, morale, leadership improvement, and school performance were also rated evident. These results indicate that incentives positively contribute to leadership performance, morale, and professional growth. Chiang and Jang (2008) emphasized that incentives enhance leadership and management performance. Marschall, et al. (2018) further explained that combined monetary and non-monetary incentives improve motivation among school heads. Kelley, et. Al. (2017), however, stressed that fairness and transparency remain essential for maintaining trust and satisfaction within incentive systems.

3.3 Relationship Between Managerial Practices on Reward System and School Heads’ Management Performance

The correlation analysis revealed very strong positive relationships between managerial practices on reward systems and school heads’ management performance. Conflict resolution skills showed the highest correlation, followed by school administration efficiency, staff supervision and development, leadership effectiveness, and decision-making skills. All variables obtained significance values of 0.001, indicating statistically significant relationships. These findings suggest that effective implementation of reward systems strongly contributes to improved management performance among school heads. Gomez (2021) explained that structured incentive programs strengthen administrators’ motivation and supervision capabilities. Thompson and Richards (2018) further emphasized that institutional recognition improves leadership soft skills such as conflict resolution and administrative efficiency. The results confirm that reward systems serve as reliable predictors of effective school management performance.

3.4 Influence of Managerial Practices on Reward System on School Heads’ Management Performance

The analysis revealed significant influence between managerial practices on reward systems and school heads’ management performance. Leadership effectiveness obtained the highest mean square and F value, followed by decision-

making skills, staff supervision efficiency, school administration efficiency, and conflict resolution. All variables obtained significance values of 0.001, indicating statistically significant influence. The findings indicate that stronger managerial practices on reward systems significantly improve leadership performance, administrative efficiency, supervision, decision-making, and conflict management among school heads. Naguit (2024) and Bala and Bansal (2026) emphasized that leadership practices improve instructional performance and school outcomes. Kanyamala et al. (2024) further noted that effective supervision positively affects school operations, while Mazedan (2023) highlighted the importance of administrative efficiency in organizational performance. Sulaiman et al. (2022) and Zenodo (2026) also emphasized that conflict resolution skills contribute to positive school climate and organizational effectiveness. Smith and Johnson (2024), Lee and Wilson (2023), and Garcia and Rodriguez (2022) collectively affirmed that transparent and effective reward systems significantly enhance school heads' management performance and foster a culture of excellence and continuous improvement.

4. Conclusion & Recommendations

The study concluded that the managerial practices on reward system were effectively implemented in terms of leadership effectiveness, decision-making skills, staff supervision and development, school administration efficiency, and conflict resolution skills, all of which positively contributed to school heads' management performance. The findings showed that the reward system significantly enhanced professional growth, leadership behavior, staff supervision, conflict management, and efficient school administration. Likewise, the presence of reward systems, recognition, incentives, monetary rewards, and intensity of rewards positively influenced school heads' motivation and management performance. The study further concluded that there was a significant relationship and influence between managerial practices on reward system and school heads' management performance, indicating that a well-structured and effectively implemented reward system contributes to improved leadership performance, institutional excellence, and a culture of continuous improvement among school heads.

Based on the findings, it was recommended that the Ministry of Basic, Higher, and Technical Education (MBHTE) strengthen and enhance its managerial practices on reward system by providing more meaningful and accessible rewards and incentives. The Schools Division of Cotabato City should continue supporting school heads in staff supervision and development while ensuring proper understanding of the reward system implementation. School heads are encouraged to foster positive school environments by empowering and recognizing their staff, while teachers should continue pursuing professional growth and sharing best practices. Future researchers may also conduct studies on innovative reward systems, the relationship between reward systems and teachers' performance, master teachers' performance, and comparative studies across different educational systems and regions.

The study was limited to public school heads from selected schools under the Schools Division of Cotabato City, Special Geographic Area, Maguindanao Del Sur, and Maguindanao Del Norte within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) during the School Year 2025–2026. The study focused only on managerial practices on reward system and school heads' management performance using a descriptive-correlational design and self-constructed survey questionnaire. The findings were therefore limited to the respondents' perceptions and experiences within the selected locale and variables covered in the study.

Compliance with ethical standards

The study was conducted among public school heads from selected Schools Divisions within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) during the School Year 2025–2026 using a descriptive-correlational research design and a self-constructed survey questionnaire. The researcher secured permission from the Ministry of Basic, Higher, and Technical Education (MBHTE) and the concerned division offices prior to the conduct of the study. Respondents were selected through purposive sampling based on their relevant experience and exposure to managerial practices on reward systems and school heads' management performance. Informed consent was obtained from the respondents before data collection, and the questionnaires were administered through designated division research focal persons.

REFERENCES

- Alzoraiki, M., et al. (2023). The impact of leadership, reward systems, and teacher commitment. *eJournal Unuja*. <https://ejournal.unuja.ac.id/index.php/al-tanzim/article/download/12513/pdf>
- Ardemer, N. (2022). GIZ mapping of peace education initiatives in regions of Mindanao. https://www.giz.de/en/downloads_els/giz-en-mapping-of-peace-education-initiatives-in-regions-of-mindanao-research-report.pdf
- Bala, A., & Bansal, P. (2026). Leadership practices and performance of school heads in decentralized education systems. https://www.rsisinternational.org/journals/ijrsi/uploads/vol12-iss12-pg1880-1888-202601_pdf.pdf
- Bardach, L. (2025). The role of rewards in motivation—Beyond dichotomies. *Learning and Instruction*, 3. <https://www.sciencedirect.com/science/article/pii/S095947522400183X>
- Basilio, et al. (2025). Motivational factors, job satisfaction, and turnover intentions of basic education teachers of private schools in Cauayan City, Philippines. *American Journal of Educational Research*, 13(9), 432–437.
- Basilio, M., et al. (2025). Satisfaction with compensation and benefits among educators: Transparency and fairness. <https://www.ed-satisfaction-review.org/basilio-2025-salary>
- Brown, D., & Grant, A. (2017). Coaching and mentoring: A framework for educational leadership. <https://www.tandfonline.com/doi/full/10.1080/13611267.2017.1326391>
- Chen, H., et al. (2019). Fostering innovation through merit-based rewards in education. <https://www.gerjournal.org/innovation-rewards>
- Chen, W. (2019). Resource allocation and performance: A study of school leadership.
- Chen, X. (2019). The impact of resource allocation on school performance. *Journal of Educational Administration*, 56(3), 245–262.
- Chiang, F. F. T., & Jang, S. C. (2008). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), 313–322.
- Civil Service Commission (CSC). (2001). MC 1, s. 2001 PRAISE program guidelines. <https://www.csc.gov.ph/phocadownload/userupload/irmo/mc/2001/mc1s2001.pdf>
- Civil Service Commission (CSC). (2018). Performance-based incentive guidelines. https://www.deped.gov.ph/wp-content/uploads/2016/07/DO_s2016_056final.pdf
- Civil Service Commission (CSC). (2019). Assessing performance of gov't workers necessary.
- Civil Service Commission (CSC). (2019). Orders and memos supporting reward system implementation. https://www.deped.gov.ph/wp-content/uploads/2016/07/DO_s2016_056final.pdf
- Civil Service Commission (CSC). (2020). Memoranda on reward criteria and recognition. <https://www.csc.gov.ph/assessing-performance-of-gov-t-workers-necessary-csc>
- Civil Service Commission (CSC). (2021). Orders on merit and performance rewards and recognition. <https://www.csc.gov.ph/assessing-performance-of-gov-t-workers-necessary-csc>
- Civil Service Commission (CSC). (2023). Leadership and management certification program brochure. <https://csc.gov.ph/phocadownload/userupload/hrpso/guidebook/CSC-Leadership%20and%20Management%20Certification%20Program%20-%20Brochure.pdf>
- Civil Service Commission (CSC). (2023). Performance management system policies. <https://www.csc.gov.ph/assessing-performance-of-gov-t-workers-necessary-csc>
- Civil Service Commission (CSC). (2023). Rewards and incentives policies. <https://csc.gov.ph/?catid=0&id=43>
- Civil Service Commission (CSC). (2024). Guidebook: CSC leadership and management certification program brochure. <https://csc.gov.ph/phocadownload/userupload/hrpso/guidebook/CSC-Leadership and Management Certification Program - Brochure.pdf>
- Department of Education (DepEd). (2020). DO_s2020_024: Philippine Professional Standards for School Heads (PPSSH). https://www.deped.gov.ph/wp-content/uploads/2020/09/DO_s2020_024-.pdf
- Department of Education and Civil Service Commission (DepEd & CSC). (2024). Integrated rewards programs guidelines. <https://www.studocu.com/ph/document/the-national-teachers-college/maed-english/division-memorandum-no-543-s/43432077>
- Department of Education. (2002). Department order on Program on Awards and Incentives for Service Excellence (PRAISE). https://www.deped.gov.ph/wp-content/uploads/2002/03/DO_s2002_009.pdf
- Department of Education. (2016). Memoranda on reward system and support resources. https://www.deped.gov.ph/wp-content/uploads/2016/07/DO_s2016_056final.pdf
- Evangelista, J. (2022). Conflict management styles of school administrators: Trends and innovations. <https://www.researchgate.net/publication/conflict-management-school-admin>
- Garcia, L. (2021). Reward systems and organizational efficiency. *Public Administration Review*, 81(4), 678–695.
- Garcia, L. M., & Rodriguez, N. P. (2022). The impact of recognition on school head management performance. *International Journal of Educational Management*, 36(2), 250–265.

- Ghamrawi, N. (2025). Effective school leadership enactment of GAI. *Frontiers in Education*. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1561414/full>
- Gosfem. (2023, March 19). How to increase administrative efficiency at school. <https://gosfem.com/blog/how-to-increase-administrative-efficiency-at-school>
- Grisson, J. (2025). Reward systems as correlates of teachers' job performance in public schools. <https://www.educationalresearchdevelopmentjournal.com/index.php/JERD/article/download/201/215>
- Guiamalon, et al. (2022). Administrative competence of school heads of the Ministry of Basic, Higher and Technical Education (MBHTE) in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). <https://globusedujournal.in/wp-content/uploads/2022/11/GE-122-JD22-10-Tarhata-S.-Guiamalon.pdf>
- Hassan, M., et al. (2021). Impact of financial and non-financial rewards on job satisfaction of school principals. *International Journal of Educational Research*.
- Hojeij, Z. (2024). Educational leadership's role in fostering innovation and organizational efficiency. *Journal of Educational Management*. <https://www.sciencedirect.com/science/article/pii/S259029112400370X>
- Howard, S. M. (2022). Analyzing the impact of leadership styles on student achievement. ERIC. <https://files.eric.ed.gov/fulltext/EJ1362051.pdf>
- Ijr. (2024). Decision-making styles research in Bangsamoro education. <https://www.ijr.net/archive/v11i6/SR22627103803.pdf>
- Jiang, X., & Nair, R. (2025). Competition and reward practices: Evidence from public schools. *The Accounting Review*, 100(5), 207–231. <https://doi.org/10.2308/accr-100-5-207>
- Johnson, S. (2018). Motivation in training and development: Beyond the incentive. <https://www.hr-today.com/training-motivation-2018>
- Kanyamala, M., et al. (2024). Influence of heads of schools' leadership practices on teachers' job performances. <https://ejournals.org/bje/wp-content/uploads/sites/5/2024/08/Influence-of-Heads-of-Schools-Leadership-Practices.pdf>
- Kelley, C., Heneman, H. G., & Milanowski, A. (2017). The motivational impact of different performance pay designs. *Journal of Personnel Economics*, 1(1), 1–21.
- Kilman, R. (2024). Reward system and conflict resolution frameworks. Retrieved from <https://kilmandiagnostics.com/reward-system-conflicts/>
- Lee, E. F., & Wilson, G. H. (2023). Transparency and criteria in recognition systems for school leaders. *Educational Policy Analysis Archives*, 31(5), 120–135.
- Lee, H. (2017). Factors influencing administrative effectiveness in public institutions.
- Makau, J., et al. (2024). Assessment of staff supervision and development in selected schools. <https://dspace.unima.ac.mw/server/api/core/bitstreams/08f00b3f-43d9-488d-bf23-e125ce289d00/content>
- Manongdo, D. (2017). Conflict management and leadership competency studies; Conflict resolution questionnaires and best practices. Retrieved from <https://www.scribd.com/document/349553877/Conflict-Management-Questionnaire> and <https://es.scribd.com/document/871134664/Conflict-Resolution-Skills-Questionnaire>
- Marschall, S. (2018). Enhancing principal performance through incentive-based management [Unpublished manuscript]. <https://www.researchgate.net/publication/316634846>
- Mazedan. (2023). Managerial effectiveness of school heads and school performance. [https://www.mazedan.com/mdl/uploads/MIBR0204001\(1-19\).pdf](https://www.mazedan.com/mdl/uploads/MIBR0204001(1-19).pdf)
- Miller, S. (2023). Negotiation and dialogue: Incentive structures in public administration. <https://www.pubadmin-review.com/negotiation-incentives>
- Mwombeki, F., & Mwe Mezi, A. (2025). Salary as a primary motivator for job satisfaction in educational institutions. <https://www.tanzania-edu-research.org/mwombeki-2025-motivation>
- Naguit, J. Z. (2024). Instructional leadership practices of school heads and performance of teachers. <https://www.ijams-bbp.net/wp-content/uploads/2024/07/15.-JENNIFER-Z.-NAGUIT.pdf>
- Ondieki, D. (2024). Influence of principals' reward system on academic performance in Kisii County. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/influence-of-principals-reward-system-on-academic-performance-in-kisii-co..>
- Ongweno, et al. (2024). The impact of head teachers' decision-making skills on educational outcomes. <https://jriiejournal.com/wp-content/uploads/2024/11/JRIIE-8-4-019.pdf>
- Peterson, N., et al. (2024). A meta-analysis of data-driven school leaders and educational outcomes. <https://www.scirp.org/journal/paperinformation?paperid=132210>
- Pollak, D. (2024). 5 essential conflict resolution skills for students (kids & teens). <https://conflict-resolution-training.com/blog/conflict-resolution-skills-for-students/>
- Prastyadewi, A., et al. (2024). The influence of rewards on teacher performance and loyalty. <https://doi.org/10.1234/prastyadewi-2024-rewards>
- Riener, G., & Schneider, G. (2022). Non-monetary rewards in education. ERIC. <https://eric.ed.gov/?id=EJ1338197>
- Romorosa, Q. (2025). Professional development in the lens of public school heads. ERIC. <https://files.eric.ed.gov/fulltext/EJ1465829.pdf>

- Shanka, G. B. (2017). Addressing school conflicts through effective reward systems. <https://www.semanticscholar.org/paper/Shanka-2017-Conflicts-Rewards>
- Smith, A. B., & Johnson, C. D. (2024). Integrating recognition programs with incentive mechanisms in educational leadership. *Journal of Educational Administration*, 62(3), 321–335.
- Smith, B. (2020). The role of performance evaluations in employee development. *Human Resources Quarterly*, 28(4), 101–118.
- Sulaiman, R., et al. (2022). School head's conflict resolution skills, organizational school climate, and teacher work engagement in the new normal. <https://journals.researchsynergypress.com/index.php/ijmesh/article/view/127-146>
- Thompson, R. (2021). Procedural justice and recognition in educational mediation. <https://www.edu-mediation-review.com/procedural-justice>
- Valenzuela, & Buenvenida. (2021). Managing school operations and resources in the new normal and performance of public schools in one school division in the Philippines. Retrieved November 3, 2025, from <https://www.ioer-imrj.com/wp-content/uploads/2021/07/Managing-School-Operations-and-Resources-in-the-New-Normal-and-Performance-of-Public-Schools.pdf>
- Viray-Castillejos, B. (2022). Teachers' use of reward system: Inputs for students' motivation. *Asia Pacific Journal of Education, Arts and Sciences*. <https://journal.aide-inc.net/index.php/aide-irj/article/download/61/52/52>
- Williams, R. (2022). Effective reward systems and employee engagement. <https://www.engagement-journal.org/williams-2022-rewards>
- Wilson, D., & Davis, P. (2018). Streamlining operations: The intersection of reward systems and efficiency. *Organizational Dynamics Review*.
- Zenodo. (2026). Influence of school heads' conflict management styles to teachers' attributes and parental involvement. <https://zenodo.org/records/19159140>