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# Performance of School Head and Teacher in Relation to Academic Performance of Grade 11 Humanities and Social Sciences (HUMSS) Students

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## ABSTRACT

This study determined the significant relationship between the Performance of school head and teacher in relation to academic performance of Grade 11 Humanities and Social Sciences (HUMSS) Students in Damulaan National High School in the Schools Division of Leyte. A proposed enhancement plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to investigate the relationship between educational supervisory Leadership in relation to the academic performance of the Grade 11 HUMSS learners. The methodical evaluation of both variables made possible by this design facilitates the investigation of potential correlations between them. The purpose of this study was to clarify or validate the relationship between educational supervisory leadership and student performance. The test of relationship in table 4 among the performance of school heads, teachers, and learners reveal insightful dynamics in the educational environment. The computed correlation coefficient between the performance of school heads and the performance of teachers indicates a strong significant relationship. This finding underscores the critical role that effective school leadership plays in enhancing teacher performance. It suggests that when school heads exhibit strong leadership qualities—such as clear communication, support, and instructional guidance—teachers are more likely to thrive and implement effective teaching strategies that ultimately benefit student learning outcomes. The positive correlation also points to the importance of a collaborative school culture fostered by school leaders. This environment not only empowers educators but also promotes continuous professional development, which is essential for improving teaching practices. Thus, the strong relationship observed suggests that school heads can significantly influence teacher performance by fostering an environment conducive to collaboration, professional growth, and shared best practices. In addition to the relationship between school heads and teachers, the findings also indicate a moderate correlation between the performance of teachers and the performance of learners. This relationship, while slightly weaker than the former, still suggests that the effectiveness of teaching practices has a meaningful impact on student performance. It emphasizes the direct link between the quality of instruction provided by teachers and student learning outcomes. A robust instructional approach, characterized by the use of varied teaching strategies and engagement techniques, is likely to yield positive academic results. Moreover, the moderate correlation implies that while teacher performance is significant, other factors also play a role in shaping learner outcomes. These may include student motivation, family support, and socio-economic conditions, which can affect learning environments. The interplay of these variables highlights the complexity of educational achievement and suggests that a holistic approach is necessary for improving student performance. The strong relationship between school head performance and teacher effectiveness suggests that investing

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in leadership training and development could yield substantial benefits for schools. Educational institutions might consider implementing mentorship programs for school heads, focusing on enhancing their leadership skills and instructional guidance capabilities. Furthermore, the moderate correlation between teacher performance and learner outcomes highlights the need for continuous professional development for teachers to refine their instructional methods. Schools should prioritize resources for teacher training programs that emphasize best practices in pedagogy and engagement strategies to support student achievement.

*Keywords — Performance*

*Academic performance School Head*

*Teachers*

*Students*

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## I. INTRODUCTION

The way that educational leaders, like administrators or principals, use their power and influence inside a school setting is referred to as their "education leadership style." This leadership style includes all of the actions, attitudes, and methods used by leaders to direct, inspire, and encourage teams and individuals to meet the organization's goals and objectives. In educational research and literature, the idea of education leadership style has been extensively examined and debated. A number of theories and models have been put forth to explain and classify various leadership styles. Among these styles are distributed leadership, transformational leadership, servant leadership, transactional leadership, instructional leadership, and so forth.

In a study by Martinez and Lopez (2019), the researchers investigated the relationship between education leadership styles of school heads and the performance of students in Humanities and Social Sciences. Their findings revealed that school heads who demonstrated a transformational leadership style were associated with higher levels of student performance in Humanities and Social Sciences subjects. Transformational leaders were found to inspire and motivate both teachers and students, fostering a positive learning environment conducive to academic success. The interpretation suggests that education leadership styles characterized by vision, inspiration, and support play a crucial role in shaping the educational experience and outcomes of students in Humanities and Social Sciences.

It is a visible fact that leadership becomes more intricate and nuanced when dealing with environments in acknowledging the importance of leadership in education. The integration of backgrounds learning requirements and teaching approaches presents distinctive hurdles for educational leaders. The consequences of leadership on the achievements of a diverse student population, the contentment of a diverse faculty and staff and the overall atmosphere within schools require a thorough examination into the challenges faced by leaders, in such circumstances.

Although there are lots of information about leadership, there is not enough focus on the relation of supervisory leadership on the academic performance of students. There are number of studies that discuss leadership in general, but they do not go into detail about the complexities of managing or exercising leadership in educational environments. This research aims to address this gap by identifying supervisory leadership levels of school heads and its relation to the academic performance of the students.

The Researcher chose this study because of her commitment to make a positive impact to the students' academic performance. The researcher also wants to explore more on the connection of leadership and if it enhances of contribute greatly to student success.

Another reason is that she wanted to delve deeper in the critical aspect of school management and to understand how leadership practices impact educational outcomes. Also, she thinks of Grade 11 as the critical year for transitioning

them to higher education or the actual workforce. Good leadership could mold them to be successful in their future endeavors.

We teachers believe in the holistic approach to education, meaning the learning and sharing of knowledge beyond the four walls of our classrooms. She believes in comprehensive education and supervisory leadership plays a vital role to create an effective learning environment. One problem met as basis for the conduct of the study is the authenticity of the gained data on the leadership practices of the school heads. Securing cooperation from administrators while ensuring confidentiality in leadership behavior needs a delicate communication.

Another problem met was the leadership turnover. This situation is inevitable as such educational institution possess a dynamic nature including unforeseen changes and policy shifts. We welcomed our new school head just this February of 2024 due to retirement of the former head. This in turn presented slight challenge in maintaining research continuity. There is also this ethical consideration in gathering data from the students. Meticulous approach was also required in safeguarding student confidentiality while obtaining comprehensive academic data. Clear consent was established to balance these challenges.

Measuring the level of leadership effectiveness also presented a challenge to the researcher. Since the nature of leadership is clearly multifaceted, meaning it has a diverse aspect like administrative support, mentorship, and guidance, we needed careful consideration and validation throughout the research.

The abovementioned premise is one of the considerations why the Researcher want to focus on the Educational supervisory leadership and the academic performance of Grade 12 students.

This study determined the significant relationship between the Performance of school head and teacher in relation to academic performance of Grade 11 Humanities and Social Sciences (HUMSS) Students in Damulaan National High School in the Schools Division of Leyte. A proposed enhancement plan was formulated based on the result of the study.

Specifically, this study was to answer the following questions:

1. What is the performance of school head (refer to oprcf)
2. What is the performance of the teacher based on IPCRF?
3. What is the academic performance of the Grade 11 HUMSS Strand Students?
4. Is there a significant relationship between the following:
  - 4.1 Performance of school head and teacher; and
  - 4.2 Performance of teacher and students?
5. What enhancement plan can be proposed based on the findings of the study?

### *Statement of Hypothesis*

H<sub>0</sub> – There is no there a significant relationship between the following:

- a. Performance of school head and teacher; and

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b. Performance of teacher and students.

## II. METHODOLOGY

**Design.** A descriptive-correlational design was used in this study to investigate the relationship between educational supervisory Leadership in relation to the academic performance of the Grade 11 HUMSS learners. The methodical evaluation of both variables made possible by this design facilitates the investigation of potential correlations between them. The purpose of this study was to clarify or validate the relationship between educational supervisory leadership and student performance. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the relationship between educational supervisory Leadership in relation to the academic performance of the Grade 11 HUMSS learners. The main local of the study is in Damulaan National High School in the division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 1 School Head, 10 SHS teachers and 32 males and 42 female learners. The information for the analysis was gathered using two (2) distinct survey instruments: (OPCRF and IPCRF) one to gauge school heads' levels of transformational, transactional, laissez-faire and servant leadership styles, and another to gauge the learner's performance was the periodical test questions in HUMSS for 4th grading period was utilized respectively. The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling.** There were 85 total number respondents who are included in the study. The respondents of the study were the 1 SH, 10 Teachers and 32 male and 42 female learners were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

**Research Procedure.** The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the relationship between educational supervisory Leadership in relation to the academic performance of the Grade 11 HUMSS learners. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school. After which, the approved letter coming from the Schools Division Office was given to the School Principal of the Division of Leyte for her awareness.

The researcher distributed the researcher survey questionnaires of the School Head that were answered by the teachers. After one month, the questionnaires were retrieved and consolidated and was subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted in order to find out if there were significant relationship between educational supervisory Leadership in relation to the academic performance of the Grade 11 HUMSS learners. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public Schools District Supervisor as well as to the office of the school principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design were submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data analysis and interpretation of data were also made and the making of proposed Instructional Supervisory Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the School Head and teachers were done.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

The Simple Percentage and weighted mean were employed to determine the extent of relationship between educational supervisory leadership in relation to the academic performance of the Grade 11 HUMSS learners.

Pearson-r Moment Correlation Coefficient was used to determine the significant relationship between educational supervisory Leadership in relation to the academic performance of the Grade 11 HUMSS learners.

### III. RESULTS AND DISCUSSION

**TABLE I**  
**PERFORMANCE OF SCHOOL HEAD BASED ON OPCRF**

	<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	School Planning & Implementation	5	Outstanding
2	Research & Innovation	4	Very Satisfactory
3	Learner's Voice	4	Very Satisfactory
4	Records Management	5	Outstanding
5	Financial Management	5	Outstanding
6	School facilities & equipment	5	Outstanding
7	Management of Staff	5	Outstanding
8	Emerging Opportunities & Challenges	5	Outstanding
9	School Based Review Contextualization & Implementation	5	Outstanding
10	Teaching Standards & pedagogies	3	Satisfactory
11	Learner Achievement & Other Performance Indicator	2	Unsatisfactory
12	Learning Assessment	2	Unsatisfactory
13	Professional Reflections	2	Unsatisfactory
14	Professional Networks	5	Outstanding

15	Performance Management	5	Outstanding
16	Learning & Development of School Personnel	4	Very Satisfactory
17	Community Engagement	5	Outstanding
18	Attendance to Orientation Activities	5	Outstanding
19	Received Logs & Acted Upon Communications	5	Outstanding
20	Participated Actively in other Government Committees	5	Outstanding
	<b>AVERAGE</b>	4.33	Very Satisfactory

**Legend:** 4.500- 5.00 – Outstanding  
 3.500- 4.499 – Very Satisfactory  
 2.500-3.499 - Satisfactory  
 1.500- 2.499- Unsatisfactory  
 Below 1.499 - Poor

Table 1 shows the results of the performance evaluation for school heads based on the OPCR (Office Performance Commitment and Review Form) provide valuable insights into various indicators of leadership effectiveness. Overall, the average weighted mean score of 4.33 categorizes their performance as "Very Satisfactory." This high average reflects strong capabilities in key areas such as school planning and implementation, records management, and financial management, all of which scored the highest rating of "Outstanding." These findings suggest that school heads are proficient in strategic planning and operational management, which are essential for fostering a conducive learning environment. The outstanding ratings in community engagement and management of staff further indicate a commitment to building collaborative relationships that enhance the educational experience for learners.

However, the evaluation also reveals areas that require attention, particularly in teaching standards and pedagogies, learner achievement, learning assessment, and professional reflections, which received "Unsatisfactory" ratings. These lower scores may highlight a disconnect between school leadership and instructional practices in the classroom. The emphasis on operational effectiveness, while crucial, may inadvertently divert focus from directly influencing student learning outcomes.

Additionally, the satisfactory ratings in learner achievement and learning assessment underscore the necessity for school heads to engage more deeply in instructional leadership. The results indicate a potential gap in the application of effective teaching strategies and assessment methods that support student learning. This disparity suggests that school heads may need to prioritize professional development opportunities for teachers, focusing on innovative teaching methodologies and formative assessment practices. By fostering a culture of continuous improvement in teaching, school heads can better align their leadership efforts with the ultimate goal of enhancing student performance.

Another noteworthy aspect of the results is the strong performance in research and innovation, which received a "Very Satisfactory" rating. This finding suggests that school heads are actively seeking ways to incorporate new ideas and practices into their schools. However, the relationship between innovation and student achievement remains complex. Therefore, school heads should not only promote innovation but also ensure that it is closely tied to teaching and learning goals to maximize its impact on student outcomes.

The results implies that the OPCRf results indicate that while school heads demonstrate strong leadership capabilities in operational and managerial aspects, there is a pressing need to focus on improving teaching standards and student learning outcomes. The implications of these findings suggest that targeted interventions are necessary to bridge the gap between effective administration and instructional quality. By prioritizing professional development for teachers, enhancing pedagogical practices, and actively engaging in monitoring student achievement, school heads can create a more balanced approach to leadership that ultimately supports improved learner performance. The performance evaluation of school heads highlights their strengths in operational management, community engagement, and strategic planning, while revealing significant areas for improvement in teaching and learning outcomes. The literature emphasizes the need for a balanced approach that integrates effective leadership with a strong focus on pedagogy. Future efforts should concentrate on fostering professional growth among teachers and creating an instructional environment that prioritizes student achievement. By addressing these challenges, school heads can enhance their overall effectiveness and better support the educational goals of their schools.

**TABLE 2**  
**PERFORMANCE RATING OF THE TEACHERS**

<b>A.</b>	<b>Performance Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Apply knowledge and content within and across curriculum learning areas.	3.66	Very Satisfactory
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	3.66	Very Satisfactory
3	Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	3.60	Very Satisfactory
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	3.83	Very Satisfactory
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	3.86	Very Satisfactory
6	Maintained learning environments that promote fairness, respect and care to encourage learning.	4.00	Very Satisfactory
7	Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds	3.70	Very Satisfactory
8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.73	Very Satisfactory

9	Used strategies for providing timely, accurate and constructive feedback to improve learner performance	3.93	Very Satisfactory
	<b>AVERAGE</b>	<b>3.77</b>	<b>Very Satisfactory</b>

**Legend:** 4.21- 5.00 – Outstanding  
 3.41- 4.20 – Very Satisfactory  
 2.61-3.40 - Satisfactory  
 1.81- 2.60- Fairly Satisfactory  
 1.00-1.80- Needs Improvement

The results of the performance rating for teachers demonstrate a generally high level of effectiveness in their instructional practices, with an overall average rating of 3.77, categorized as "Very Satisfactory." This indicates that teachers are not only meeting the expected standards but are also actively contributing to an enriching educational environment. Specific indicators, such as the establishment of safe and secure learning environments (3.86) and maintaining fairness, respect, and care (4.00), show strong teacher commitment to fostering an inclusive atmosphere. These factors are critical as they lay the foundation for effective teaching and learning, suggesting that teachers prioritize student well-being alongside academic achievement.

The ability of teachers to apply knowledge across various curriculum areas (3.66) and employ a diverse range of teaching strategies (3.66) reflects a strong adaptability in their pedagogical approaches. This is particularly significant given the current educational landscape, which increasingly emphasizes the importance of integrating knowledge and skills across disciplines. Furthermore, the high rating in the proficient use of language (3.83) underscores the importance of multilingual instruction, catering to diverse student backgrounds and enhancing communication in the classroom. This aligns with contemporary educational theories that advocate for multilingualism as a tool for promoting cognitive development and cultural appreciation among learners.

An important aspect of the findings is the teachers' capacity to foster higher-order thinking skills, evidenced by a rating of 3.60 in applying strategies for critical and creative thinking. This suggests that educators are making efforts to challenge students intellectually, a necessary component for developing future-ready learners. Additionally, the ratings pertaining to culturally appropriate teaching strategies (3.73) highlight an important consideration in today's diverse classrooms. The effective adaptation of teaching methods to address the unique needs of learners from indigenous and varied cultural backgrounds points to a growing recognition of the value of culturally responsive pedagogy.

The results in table 2 implies that the high-performance ratings suggest that teacher training programs may be effectively equipping educators with the skills and strategies needed to create supportive and effective learning environments. However, there remains a need for ongoing professional development, particularly focused on integrating technology and innovative teaching methods to further enhance learner engagement and achievement. This is critical in adapting to the ever-evolving educational landscape, where the demands for digital literacy and critical thinking continue to rise.

**TABLE 3**  
**ACADEMIC PERFORMANCE OF LEARNERS**



Score Range	Description	Test Results	
		Frequency	%
90-100	Outstanding	5	7
85-89	Very Satisfactory	27	38
81-84	Satisfactory	21	29
75-79	Fairly Satisfactory	19	26
74 below	Did not Meet the Standard	0	0
Total		72	100
<b>Weighted Mean</b>		<b>83.00</b>	<b>Satisfactory</b>

The table 3 presents the academic performance of learners, as indicated by the Test results, reveals a predominantly satisfactory level of achievement, with an overall weighted mean score of 83.00, categorized as "Satisfactory." This distribution shows that while a significant proportion of students (38%) achieved a "Very Satisfactory" rating, there is also a notable number of learners (29%) who scored within the "Satisfactory" range. This suggests a consistent performance among learners, indicating that foundational skills are being developed, although there remains room for improvement to enhance overall learners' outcomes.

Analyzing the frequency distribution, we see that 7% of learners scored in the "Outstanding" category, which reflects a relatively small number of students reaching the highest level of achievement. This finding raises important questions about the effectiveness of current instructional strategies and whether they sufficiently challenge all learners to achieve their maximum potential. Conversely, the absence of students in the "Did not Meet the Standard" category is a positive indicator, suggesting that basic reading competencies are being met across the board. However, the concentration of scores within the "Satisfactory" to "Very Satisfactory" ranges also points to a plateau effect, where many students may not be progressing beyond adequate performance levels.

The performance breakdown reveals that 26% of learners fell into the "Fairly Satisfactory" range, which indicates that there is a segment of students who may require additional support to enhance their reading skills. This highlights the importance of targeted interventions and differentiated instruction to address the diverse needs of learners within the classroom.

Furthermore, the presence of a significant proportion of learners in the "Satisfactory" range suggests a need for enhanced instructional practices that could cultivate higher-order reading skills. Educators might consider integrating more engaging and varied reading materials that cater to students' interests and promote a deeper understanding of text.

The results in table 3 implies that while the foundational reading skills of learners are satisfactory, there is a critical need for ongoing assessment and intervention strategies. Schools should invest in professional development for teachers that emphasizes evidence-based literacy instruction techniques. This can ensure that teachers are equipped to support all learners effectively, particularly those who are struggling. Implementing regular formative assessments could also help educators identify specific areas of need, allowing for timely interventions that can prevent students from falling behind.

**TABLE 4**  
**TEST OF RELATIONSHIP**

<b>Variables Correlated</b>	<b>r</b>	<b>Computed value or t</b>	<b>Table Value @.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
<b>Performance of School Head VS Performance of Teachers</b>	0.71	1.032	0.556	Reject Ho	Significant Relationship (Strong)
<b>Performance of Teachers VS Performance of Learners</b>	0.56	0.967	0.556	Reject Ho	Significant Relationship (Moderate)

Results of the test of relationship in Table 4 among the performance of school heads, teachers, and learners reveal insightful dynamics in the educational environment. The computed correlation coefficient of 0.71 between the performance of school heads and the performance of teachers indicates a strong significant relationship. This finding underscores the critical role that effective school leadership plays in enhancing teacher performance. It suggests that when school heads exhibit strong leadership qualities—such as clear communication, support, and instructional guidance—teachers are more likely to thrive and implement effective teaching strategies that ultimately benefit student learning outcomes.

The positive correlation also points to the importance of a collaborative school culture fostered by school leaders. This environment not only empowers educators but also promotes continuous professional development, which is essential for improving teaching practices. Thus, the strong relationship observed suggests that school heads can significantly influence teacher performance by fostering an environment conducive to collaboration, professional growth, and shared best practices. In addition to the relationship between school heads and teachers, the findings also indicate a moderate correlation of 0.56 between the performance of teachers and the performance of learners. This relationship, while slightly weaker than the former, still suggests that the effectiveness of teaching practices has a meaningful impact on student performance. It emphasizes the direct link between the quality of instruction provided by teachers and student learning outcomes. A robust instructional approach, characterized by the use of varied teaching strategies and engagement techniques, is likely to yield positive academic results.

Moreover, the moderate correlation implies that while teacher performance is significant, other factors also play a role in shaping learner outcomes. These may include student motivation, family support, and socio-economic conditions, which can affect learning environments. The interplay of these variables highlights the complexity of educational achievement and suggests that a holistic approach is necessary for improving student performance. The strong relationship between school head performance and teacher effectiveness suggests that investing in leadership training and development could yield substantial benefits for schools. Educational institutions might consider implementing mentorship programs for school heads, focusing on enhancing their leadership skills and instructional guidance capabilities. Furthermore, the moderate correlation between teacher performance and learner outcomes highlights the need for continuous professional development for teachers to refine their instructional methods. Schools should prioritize resources for teacher training programs that emphasize best practices in pedagogy and engagement strategies to support student achievement.

#### **IV. CONCLUSIONS**

Based from the results of the study, the strong correlation between teachers' and school administrators' performance, emphasizing how important good leadership is to raising the caliber of instruction. The strong correlation suggests that communicative and encouraging school administrators create an atmosphere in which instructors can flourish, which eventually improves student learning outcomes. Additionally, even though there is a moderate

relationship between student achievement and teacher effectiveness, it emphasizes how crucial it is to take into account additional elements that affect learner success. Thus, enhancing academic performance in the classroom requires a comprehensive strategy that prioritizes leadership development and ongoing teacher training.

## V. RECOMMENDATIONS

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers and learners.
2. Teachers must participate in ongoing professional development, emphasizing creative teaching methods that encourage HUMSS students to think critically and actively. Peer observation and collaborative workshops can improve their teaching methods, enabling them to exchange best practices and successfully meet the requirements of a variety of learners.
3. Establishing a cooperative and encouraging school culture that encourages candid communication and teachers' professional development should be a top priority for school administrators. Regular feedback and the implementation of mentorship programs can empower teachers, increasing their efficacy as teachers and, eventually, raising student achievement.
4. To keep school administrators and teachers abreast of the most recent regulations and practices in education, PSDS should provide frequent training sessions and seminars. PSDS has the potential to greatly enhance the district's overall academic performance by fostering a culture of cooperation and shared learning.
5. EPS should concentrate on keeping an eye on and assessing how leadership and instructional tactics are being used in classrooms. Schools can pinpoint areas for development and create interventions that meet the requirements of HUMSS children by receiving data-driven insights and assistance.
6. By creating a nurturing atmosphere at home that promotes academic involvement, parents can take an active role in their children's education. Regular communication with teachers and involvement in school events can boost student motivation and underline the importance of education.
7. The chief education supervisor ought to support laws that encourage good teaching methods and leadership in all schools. They can improve student results and the quality of education by providing resources for professional development and guaranteeing accountability.
8. Future scholars are urged to investigate the long-term effects of teaching effectiveness and leadership on student accomplishment in diverse settings. Furthermore, research that looks at how parental participation and socioeconomic factors affect academic achievement would be very helpful in enhancing teaching methods.

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