
LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS, PERFORMANCE OF TEACHERS AND LITERACY AND NUMERACY SKILLS OF THE KEY STAGE 2 LEARNERS

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ABSTRACT

This study determined the significant relationship between the leadership styles of School Administrators, Performance of the School teachers and Literacy and Numeracy skills of Key Stage 2 Learners. A proposed Instructional Supervisory plan was formulated based on the result of the study. A descriptive-correlational design was used in this study for studying the relationship between instructional leadership styles and their impact on the performance of private school teachers and the numeracy performance of Key Stage 2 learners. This design focused on describing characteristics of a phenomenon and exploring the relationships between variables without manipulating them. The test of relationships reveals significant correlations among key educational variables, highlighting the interplay between leadership styles, classroom observation and teaching (COT) performance, and student literacy and numeracy outcomes. The correlation between the extent of leadership and COT performance yields a moderate positive relationship suggesting that effective leadership is associated with improved teaching practices. This finding underscores the importance of school administrators in fostering an environment conducive to high-quality instruction, which is essential for student success. Similarly, the correlation between COT performance and literacy rates indicates a significant relationship, suggesting that higher performance in classroom observations corresponds with improved literacy outcomes for students. This alignment reinforces the notion that the quality of teaching directly impacts student learning. The relationship between COT performance and numeracy also reflects a significant connection, indicating that effective teaching practices in mathematics are linked to students' numeracy achievement. This correlation highlights the need for ongoing professional development focused on mathematics instruction.

The moderate relationships observed in this study suggest that while leadership and COT performance have a notable impact on student outcomes, there are likely additional factors at play. The complexity of educational environments means that variables such as curriculum quality, school culture, and community engagement also contribute to student performance. It is essential for educational leaders to recognize these interconnected factors and take a holistic approach to improving educational outcomes. The results implies that School leaders must prioritize the development of their leadership skills to positively influence teaching quality and student outcomes. Professional development programs should focus on equipping school administrators with strategies to effectively support and evaluate teachers. Additionally, fostering a culture of continuous improvement through regular classroom observations can enhance teaching practices and, in turn, boost student literacy and numeracy rates. By addressing these relationships, educational leaders can create a more supportive and effective learning environment for both teachers and students.

Keywords — Leadership Style Teacher's Performance numeracy skills literacy skills

I. INTRODUCTION

A key component of effective school management is instructional leadership, especially in private schools where the effectiveness of instruction and student outcomes are greatly impacted by the leadership philosophies employed. Here is a thorough explanation of instructional leadership styles and how important they are to the effectiveness of private school instructors and Key Stage 2 students in math.

In private schools, instructional leadership has a significant impact on how well teachers perform and how well students do. Transformational leadership is a successful approach to instructional leadership that encourages educators to go above and beyond the call of duty and adopt cutting-edge pedagogies. Teachers are encouraged to pursue ongoing professional development and implement innovative teaching practices by transformational leaders who create a collaborative and forward-thinking environment. This leadership approach fosters a dynamic learning environment for children in addition to increasing teacher engagement and job satisfaction. The advantages are clear for students in Key Stage 2: a well-resourced and driven faculty can carry out more efficient numeracy training, employ interesting pedagogies, and modify their style to accommodate a wide range of student demands.

The researcher choose to study the effects of instructional leadership styles of school administrators on the performance of private school teachers and the numeracy performance of Key stage 2 learners is driven by a deep – seated passion for education and her background in the field.

Throughout her career, she has observed how different leadership approaches can significantly impact teacher performance and student outcomes. This has fueled her curiosity to explore this relationship in more depth. Private schools, with their unique administrative structures and resources, present a distinct context that often differs from public schools. She aims to provide insight that are directly relevant and beneficial to them.

Additionally, she is committed to empowering teachers, who are the cornerstone of any educational system. Understanding how leadership styles can enhance their performance is crucial for fostering an environment where both teachers and students thrive. Numeracy skills are fundamental for the academic and future professional success of students, and investigating the factors influencing numeracy performance in Key Stage 2 learners is vital for developing effective educational strategies.

A school administrator's instructional leadership style has a significant impact on student outcomes and teacher performance, particularly in private school where there may be a lot pressure to perform well. A helpful and cooperative leadership style by administrators fosters an atmosphere where instructors feel appreciated and inspired to advance. This environment encourages creativity in teaching strategies and continuous development mindset. Key stage 2 pupils perform better in numeracy when their teachers are motivated and have opportunities for professional development. Teachers who receive regular feedback and opportunities for professional development are more likely to be effective in their role.

She observed that when school leaders actively engage with their staff and prioritize open communication, it leads to a more cohesive and motivated teaching community. Teachers thrive in environments where their input is valued and their professional growth is supported. This collaborative approach not only enhances teacher morale but also encourages the sharing of best practices, which can significantly improve teaching strategies. As a result, students receive higher-quality instruction tailored to their learning needs, particularly in essential areas like numeracy.

On the other hand, she observed that authoritarian or detached leadership philosophies can have detrimental effects on the learning environment. Controlling environments can result in low morale and fatigue when autocratic leaders

enforce strict structures without consulting teachers. Instructors may experience a sense of dictatorship and miss the opportunity to use their professional judgement, which can compromise their efficacy. However, if leaders adopt a laissez-fair style, offering little in the way of direction and assistance, teachers may feel isolated and unsupported and find it difficult to get the tools and support they need to become better educators. In disciplines like numeracy that call for regular and efficient teaching methods, both extremes can result in less than ideal student performance.

To improve Key Stage 2 learners' numeracy performance, she believes that supportive and balance instructional leadership is essential. Teachers may provide higher-quality instruction more effectively when school leaders foster an environment that is supportive, inclusive, and abundant in resources. Pupils then develop a passion of studying and greater comprehension of numeracy. School administrators may guarantee that children reach their full potential and provide a solid basis for future academic success by placing a high priority on the professional and emotional well-being of instructors.

In her career, she always encountered several challenges related to the instructional leadership styles of school administrators and their impact on the performance of private school teachers and the numeracy outcomes of key stage 2 learners. One significant issue was working under an authoritarian administrator who imposed rigid guidelines and micromanaged every aspect of teaching. This environment created a sense of fear and anxiety among teachers, stifling their creativity and reducing their willingness to try innovative teaching methods. The pressure to conform to a strict set of standards made it difficult to address the diverse needs of pupils effectively, particularly in subjects like numeracy, where flexibility and adaptation are crucial.

Another problem she faced was the lack of professional development opportunities under certain leadership styles. In school where administrators did not prioritize continuous learning and growth for teachers, there was a noticeable gap in the latest educational practices and resources available to educators. This gap had a direct impact on our ability to deliver effective numeracy instruction. Without ongoing training and access to new teaching strategies, it was challenging to engage pupils and improve their numeracy skills. This situation was particularly frustrating because it felt we were being set up to fail due to the lack of support and investment in our professional development.

This research not only contributes to her professional growth but also aims to add valuable knowledge to the field of educational leadership, ultimately leading to practical recommendations that can improve teaching and learning experiences. Her ultimate goal is to contribute to the betterment of the educational community and society as a whole, as effective instructional leadership can lead to improved teacher satisfaction, better student performance, and a stronger educational system.

This study determined the significant relationship between the leadership styles of School Administrators, Performance of the School teachers and Literacy and Numeracy skills of Key Stage 2 Learners. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of leadership styles of school heads in terms of the following:
 - 1.1. Transformational leadership styles;
 - 1.2. Transactional leadership styles; and
 - 1.3. Laissez-faire leadership styles?
2. What is the performance of the Private School Teachers based on COT?

3. Is there a significant relationship of the ff:
 - 3.1. Leadership Style of School Administrators and Performance of School Teachers based COT?
 - 3.2. Performance of teachers and Literacy and Numeracy and Literacy Skills of Key Stage 2 learners?
4. What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the ff:

H1- Instructional Leadership Style of School Administrators and Performance of Private School Teachers.

H2- Performance of teachers and Literacy and Numeracy and Literacy Skills of Key Stage 2 learners.

II. METHODOLOGY

Design. A descriptive-correlational design was used in this study for studying the relationship between instructional leadership styles and their impact on the performance of private school teachers and the numeracy performance of Key Stage 2 learners. This design focused on describing characteristics of a phenomenon and exploring the relationships between variables without manipulating them. Descriptive correlational research aims to identify and describe patterns and relationships between variables as they naturally occur. In the context of studying instructional leadership styles, this design involved collecting data on various leadership styles employed by school administrators and assessing their influence on teacher performance and student outcomes. The study was not involved experimental manipulation or intervention but instead analyzed existing data to determine whether and how different leadership styles are associated with variations in teaching quality and student numeracy performance. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the leadership styles of School Administrators, Performance of the School teachers and Literacy and Numeracy skills of Key Stage 2 Learners. The main local of the study is in St. Vincent Learning Center of Baybay Leyte, Inc., is one of the private schools in the division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 2 School Heads 13 Teachers and 61 learners. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to gauge teachers' levels of intrinsic and extrinsic satisfaction, respectively. The assessment of the school head's leadership style by teachers was conducted through the use of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio & Bass in 1991. The survey consists of 21 items with a 4-point Likert scale that asks participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranges from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never). The second tool was the Classroom Observation Tool (COT) to validate the performance. The 3rd tool was the Numeracy and Literacy test materials to validate the performance of the learners. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There were 76 total number respondents who are included in the study. The respondents of the were the 2 School Heads 13 Teachers and 61 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 instructional leadership styles and their impact on the performance of private school

teachers and the numeracy performance of Key Stage 2 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 Baybay City 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 Baybay City for his 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 instructional leadership styles and their impact on the performance of private school teachers and the numeracy performance of Key Stage 2 learners. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Baybay City 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 School 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. 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, Teachers, and 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 was employed to determine the extent of instructional leadership styles and their impact on the performance of private school teachers and the numeracy performance of Key Stage 2 learners.

Pearson Correlation Coefficient was used to determine the significant relationship between the instructional leadership styles and their impact on the performance of private school teachers and the numeracy performance of Key Stage 2 learners.

III. RESULTS AND DISCUSSION

TABLE I

EXTENT OF LEADERSHIP STYLES

	Indicators	Weighted Mean	Interpretation
1	Makes others feel to be around him or her	3.32	Always
2	Expresses with a few simple words what the team could and should do	3.30	Always
3	Enables others to think about old problems in new ways	2.84	Often
4	helps other develop themselves	3.30	Always

5	Tells others what to do if they want to be rewarded for their work	2.92	Often
6	Seems satisfied when others meet agreed -upon standards	3.07	Often
7	Is content to let others continue working in the same ways us always	3.15	Often
8	Has the complete faith of others working for him/her	3.61	Always
9	Provides appealing images about what that team can do	3.30	Always
10	Provides others with new ways of looking at puzzling things	3.30	Always
11	Provides Feedback to others about how he/she feels they are doing	3.30	Always
12	Provides recognition/rewards when others reach their goals	3.15	Often
13	Does not try to change anything as long as things are working	3.30	Always
14	Is OK with whatever others want to do	3.00	Often
15	Has followers who are proud to be associated with him/her	3.30	Always
16	Helps others find meaning in their work	3.30	Always
17	Gets others to rethink ideas that they had never questioned before	3.30	Always
18	Gives personal attention to others who seem rejected	3.69	Always
19	Calls attention to what others can get for what they accomplish	2.38	Often
20	Tells others the standards they have to know to carry out their work	3.15	Often
21	Asks no more of others than what is absolutely essential	3.07	Often
	Grand Mean	3.19	Often

Legend: 3.26- 4.00 – Always
 2.51-3.25 – Often
 1.76- 2.50- Sometimes
 1.00-1.75- Never

The analysis of the extent of leadership styles among school administrators reveals a nuanced understanding of how these styles influence the educational environment. The weighted means indicate that administrators consistently exhibit behaviors that foster collaboration, development, and recognition among their staff. Notably, indicators such as "Makes others feel to be around him or her" (3.32) and "Has the complete faith of others working for him/her" (3.61) show that administrators prioritize creating a supportive atmosphere. This foundation is crucial for building trust and rapport, essential elements for effective leadership in education.

However, some indicators suggest areas for improvement. For instance, the mean score of 2.84 for "Enables others to think about old problems in new ways" suggests that while administrators demonstrate a collaborative spirit, there may be limitations in encouraging innovative thinking. The transformational leadership involves not only maintaining strong relationships but also challenging followers to transcend their self-interests and think creatively. The presence of a gap in encouraging new perspectives may hinder the overall effectiveness of leadership in fostering a culture of innovation within schools. Additionally, the scores for "Tells others what to do if they want to be rewarded for their work" (2.92) and "Calls attention to what others can get for what they accomplish" (2.38) reflect a somewhat transactional approach to motivation. While recognition is crucial, the lower scores in these areas suggest that administrators may not fully capitalize on the potential for intrinsic motivation among teachers.

The grand mean of 3.19, interpreted as "Often," indicates that while administrators exhibit many positive leadership behaviors, there is still room for growth. Effective leadership is not merely about maintaining the status quo; it requires adaptability and a willingness to embrace change. The indicator "Does not try to change anything as long as things are working" (3.30) reflects a tendency to be complacent. Leaders in education must be proactive in seeking improvement, especially in rapidly changing environments. This highlights the necessity for continuous professional development focused on evolving leadership practices.

The results implies that there is a significant for educational institutions. By recognizing the strengths and weaknesses of current leadership styles, schools can develop targeted professional development programs aimed at enhancing administrators' capabilities. Emphasizing training in transformational leadership approaches can help administrators cultivate an environment that not only values collaboration and support but also encourages innovation and intrinsic motivation among teachers. This, in turn, can lead to improved teacher performance and a more dynamic learning environment for students. The results of the study reveal that school administrators exhibit a generally supportive leadership style, as indicated by the high weighted means for various leadership behaviors. However, areas such as encouraging innovative thinking and intrinsic motivation require further attention.

TABLE 2
PERFORMANCE RATING OF THE TEACHERS

A.	Performance Indicators	Weighted Mean	Interpretation
1	Apply knowledge and content within and across curriculum learning areas.	4.85	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.79	Outstanding
3	Applied a range of teaching strategies to develop critical and creative thinking as well as other higher-order thinking skills.	4.50	Outstanding
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.86	Outstanding
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.86	Outstanding
6	Maintained learning environments that promote fairness, respect and care to encourage learning.	4.79	Outstanding
7	Established a learner-centered culture by using teaching strategies that responds to their linguistic, cultural, socio-economic and religious backgrounds.	4.86	Outstanding
8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	5.00	Outstanding
9	Used strategies for providing timely, accurate and constructive feedback to improve learner performance.	5.00	Outstanding
	AVERAGE	4.83	Outstanding

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 performance ratings of teachers reflect a remarkable level of effectiveness across various indicators, with an overall average of 4.83, categorized as "Outstanding." This strong performance suggests that teachers are not only meeting but exceeding the expectations set forth for their roles in the educational landscape. Indicators such as "Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups" and "Used strategies for providing timely, accurate and constructive feedback to improve learner performance," both receiving a perfect score of 5.00, demonstrate teachers' commitment to inclusivity and responsiveness to diverse student needs. This indicates a robust understanding of the importance of culturally responsive pedagogy, which is essential for fostering an equitable learning environment.

The high ratings in areas such as the application of knowledge across curriculum learning areas (4.85) and the display of proficiency in multiple languages (4.86) highlight teachers' capabilities in effectively navigating and integrating content. This is crucial in an increasingly interconnected world where interdisciplinary knowledge and skills

are paramount. The emphasis on using various teaching strategies to enhance literacy and numeracy (4.79) further underscores teachers' commitment to student achievement, reinforcing the notion that effective teaching goes beyond mere content delivery; it involves strategic engagement with students to foster their academic growth.

Moreover, the ratings related to creating safe and secure learning environments (4.86) and maintaining fairness, respect, and care (4.79) suggest that teachers prioritize student well-being as part of their teaching philosophy. Their findings indicate that teachers who create emotionally supportive environments not only enhance student engagement but also promote academic success. Thus, the results of this study reinforce the idea that emotional and psychological safety is a cornerstone of effective teaching.

Another noteworthy aspect of the findings is the high score related to establishing a learner-centered culture (4.86). This indicates that teachers are actively adapting their instructional practices to meet the varied linguistic and cultural backgrounds of their students. This aligns with the tenets of culturally responsive teaching, which advocate for an inclusive approach to education that recognizes and values diversity. By employing teaching strategies that are attuned to the backgrounds of their students, teachers can foster a more engaging and effective learning experience.

The performance ratings reflect a strong commitment from teachers to their professional roles, characterized by outstanding practices in pedagogy, inclusivity, and student engagement. The implications of these findings are significant, suggesting that the educational environment is positively influenced by the high performance of teachers. To further enhance this momentum, it is essential for school administrators to continue providing support and professional development opportunities that reinforce these outstanding practices. By investing in ongoing training and fostering a culture of collaboration, schools can sustain and build upon this level of teacher performance, ultimately leading to improved student outcomes.

TABLE 3
LITERACY RATE OF LEARNERS

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	23	22
4	Very Satisfactory	85-89	11	20
3	Satisfactory	80-84	9	29
2	Fairly Satisfactory	75-79	9	29
1	Poor	Below 75	15	0
Total			67	100
Average			82.86	Satisfactory

The analysis of the literacy rates of learners reveals a nuanced picture of student performance, with an overall average literacy score of 82.86, categorized as "Satisfactory." This outcome indicates that while a significant portion of students are performing adequately, there is room for improvement to reach higher standards. Notably, 22% of learners achieved an "Outstanding" rating, reflecting scores between 90-100. This subset of students exemplifies the potential for excellence within the school's educational framework, demonstrating effective teaching practices and supportive learning environments.

A closer look at the distribution of scores shows that a combined 49% of learners fall into the "Satisfactory" and "Fairly Satisfactory" categories (scores of 80-79). This distribution indicates that nearly half of the students are performing at levels that, while acceptable, suggest a need for targeted interventions and enhanced instructional strategies. The presence of 15 students categorized as "Poor," with scores below 75, emphasizes a critical area that requires immediate attention from educators and school administrators. Such a level of performance indicates that these learners may be struggling significantly with literacy skills, which can have long-term implications for their overall academic success.

The data also underscores the importance of differentiated instruction in the classroom to address the varying literacy levels among students. This approach is crucial, especially in classrooms with diverse literacy rates, as it allows teachers to provide appropriate support to struggling learners while also challenging those who are excelling.

Implementing differentiated instructional strategies could help raise the overall literacy rates and move more students into higher performance categories.

Furthermore, the findings suggest the necessity of developing comprehensive literacy programs that extend beyond the classroom. Engaging parents and the community in literacy initiatives can enhance students' learning experiences and provide additional resources for improvement.

The results imply that given that the satisfactory average literacy rate, there is a clear call to action to implement targeted interventions aimed at elevating the literacy skills of all learners, particularly those in the "Poor" and "Fairly Satisfactory" categories. Professional development focused on differentiated instruction and effective literacy strategies should be prioritized to equip teachers with the necessary tools to support diverse learning needs. Moreover, engaging families in literacy initiatives can create a more comprehensive approach to improving student outcomes, fostering a culture of reading that extends beyond school walls.

TABLE 4
NUMERACY RATE OF LEARNERS

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	23	22
4	Very Satisfactory	85-89	8	20
3	Satisfactory	80-84	5	29
2	Fairly Satisfactory	75-79	11	29
1	Poor	Below 75	20	0
	Total		67	100
	Average		81.02	Satisfactory

The analysis of the numeracy rates of learners provides critical insights into student performance in mathematics, with an overall average score of 81.02, categorized as "Satisfactory." This score indicates that while a considerable portion of students are achieving acceptable levels of numeracy, there is still significant room for improvement. Specifically, 22% of students scored in the "Outstanding" range (90-100), reflecting strong mathematical skills and comprehension, which showcases the potential for excellence within the student body.

Examining the distribution of scores reveals that 29% of students fall within the "Satisfactory" range (80-84), and 29% are in the "Fairly Satisfactory" category (75-79). This distribution illustrates that a substantial number of learners are performing just above the minimum acceptable standards, highlighting an urgent need for educational interventions to elevate these students' numeracy skills. The fact that 20 students are categorized as "Poor" (scores below 75) is particularly concerning, as it indicates a significant struggle with basic mathematical concepts, which can hinder their overall academic progress and future opportunities.

Moreover, the data suggest that educators should adopt a variety of teaching strategies to cater to diverse learning styles in mathematics. Differentiated instruction is essential in meeting the varying needs of students, particularly in a subject like mathematics, where learners often exhibit a wide range of proficiency levels.

The implications of these findings are substantial for educators and school administrators. With an average numeracy rate categorized as "Satisfactory," there is a clear need for immediate action to support students, particularly those falling into the "Poor" and "Fairly Satisfactory" categories. Professional development opportunities focusing on effective numeracy instruction and differentiated teaching strategies should be prioritized. Additionally, creating partnerships with families to support numeracy at home can enhance students' learning experiences. Community involvement in educational initiatives, such as math workshops or family math nights, can further bolster students' engagement and understanding of numeracy concepts.

TABLE 5
TEST OF RELATIONSHIP

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of Leadership and COT Performance	0.59	1.395	0.667	Reject Ho	Significant Relationship (Moderate)
COT Performance and Literacy	0.63	0.583	0.892	Reject Ho	Significant Relationship (Moderate)
COT Performance and Numeracy	0.61	0.583	0.892	Reject Ho	Significant Relationship (Moderate)

The analysis of the test of relationships reveals significant correlations among key educational variables, highlighting the interplay between leadership styles, classroom observation and teaching (COT) performance, and student literacy and numeracy outcomes. The correlation between the extent of leadership and COT performance yields a moderate positive relationship ($r = 0.59$), suggesting that effective leadership is associated with improved teaching practices. This finding underscores the importance of school administrators in fostering an environment conducive to high-quality instruction, which is essential for student success.

Similarly, the correlation between COT performance and literacy rates ($r = 0.63$) indicates a significant relationship, suggesting that higher performance in classroom observations corresponds with improved literacy outcomes for students. This alignment reinforces the notion that the quality of teaching directly impacts student learning.

The relationship between COT performance and numeracy ($r = 0.61$) also reflects a significant connection, indicating that effective teaching practices in mathematics are linked to students' numeracy achievement. This correlation highlights the need for ongoing professional development focused on mathematics instruction.

The moderate relationships observed in this study suggest that while leadership and COT performance have a notable impact on student outcomes, there are likely additional factors at play. The complexity of educational environments means that variables such as curriculum quality, school culture, and community engagement also contribute to student performance. It is essential for educational leaders to recognize these interconnected factors and take a holistic approach to improving educational outcomes.

The results implies that School leaders must prioritize the development of their leadership skills to positively influence teaching quality and student outcomes. Professional development programs should focus on equipping school administrators with strategies to effectively support and evaluate teachers. Additionally, fostering a culture of continuous improvement through regular classroom observations can enhance teaching practices and, in turn, boost student literacy and numeracy rates. By addressing these relationships, educational leaders can create a more supportive and effective learning environment for both teachers and students.

IV. CONCLUSIONS

Based from the results of the study, demonstrates strong relationships between variables, highlighting the critical interactions between student reading and numeracy outcomes, classroom observation tool performance, and leadership styles. Effective leadership is essential for improving teaching methods, which has a direct impact on student learning, according to the moderately good correlations. The results show that better literacy and numeracy rates are linked to good COT performance, highlighting the need for school administrators to create an atmosphere that supports high-quality education.

V. RECOMMENDATIONS

VI.

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the performance of teachers and learners.
2. Teachers are urged to take advantage of professional development programs that emphasize creative teaching methods and leadership abilities. Teachers can improve their teaching methods and promote a culture of ongoing classroom development by working together with colleagues and taking part in peer observation programs.
3. To foster an atmosphere that supports excellent teaching and learning, school administrators should place a strong priority on honing their leadership philosophies. Administrators can better support their employees by implementing frequent training sessions that emphasize transformational leadership and effective communication.
4. School administrators should receive frequent training and workshops from Public Schools District Supervisors (PSDS) to enhance their teaching methods and leadership abilities. PSDS can guarantee that school administrators are prepared to mentor and assess teachers in an efficient manner by offering resources and assistance for professional development programs.
5. Integrating evidence-based methods into curriculum creation and teacher training programs should be the primary goal of Education Program Supervisors (EPS). EPS can improve the general standard of education in schools by coordinating educational initiatives with the most recent findings on effective leadership and teaching practices. In order to make sure that these programs are meeting the unique reading and numeracy requirements of Key Stage 2 students, EPS should also keep an eye on their implementation.
6. Parents should be encouraged to actively participate in their children's learning processes since they play a critical role in supporting their education. Parents can support what is taught in school by creating a home atmosphere that emphasizes reading and numeracy. Additionally, parents can stay updated on their children's needs and progress by being involved in school events and keeping lines of communication open with teachers.
7. The Chief Education Supervisor should support policies that give priority to teacher performance reviews and leadership development. The Chief Education Supervisor can contribute to the development of a more productive learning environment by advocating for a system that encourages continuous professional development for teachers and school administrators.
8. Future scholars are urged to investigate the complex connections that exist between teaching methods, student results, and leadership styles in various educational settings. Important insights can be gained from longitudinal studies that monitor how particular leadership interventions affect student achievement and teacher performance.

ACKNOWLEDGEMENT

First and foremost, I would like to express my heartfelt gratitude to our Omnipotent Father, for the countless blessings, knowledge, skills, and opportunity to be able to pursue the graduate studies.

I take this opportunity to extend my sincere appreciation to the people who have been instruments in the successful completion of this thesis.

To my family for their love and support during this challenging process. Your belief in me has been a constant source of motivation.

I would like to thank my adviser, Dr. Elvin H. Wenceslao, for his unwavering support, guidance, and encouragement throughout this research journey. Your insights and expertise have been invaluable in shaping my work.

I would also like to acknowledge the contributions of all thesis committee members, Dr. Annabelle A. Wenceslao and Dr. Jasmine B. Misa for their constructive feedback and encouragement. Your perspectives have enriched in my thesis study.

I would also like to show my deepest gratitude to Dr. Bryant C. Acar for his motivation and immense knowledge in helping improve my study.

Finally, I would like to thank my co-Teachers at St. Vincent Learning Center of Baybay, Leyte, Inc. for their support and resources that made this study possible.

Thank you all for being a part of this journey.

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