

# Performance Of School Head in Relation to Performance of Elementary School Teachers and Performance of Grade 4-6 Learners in Mathematics

JADE C. GRAVILLO

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

jade.gravillo@deped.gov.ph

**Abstract** This study determined the significant relationship between the Supervisory leadership styles of school heads, performance of elementary school teachers and test performance of the Grade 4-6 pupils on Mathematics. A proposed Instructional Supervisory plan was formulated based on the result of the study. Descriptive correlational research design was a valuable methodology for exploring the relationships between variables without manipulating them. In the context of the study on 'Leadership Styles and Performance of School Heads in Relation to the Performance of Elementary School Teachers and Test Performance of Grade 4 Learners in Mathematics,' this design was particularly effective for uncovering patterns and connections between the leadership styles employed by school heads, the performance of teachers, and the resulting student outcomes in mathematics. The test examining the relationships between different variables. It specifically shows the correlations between leadership style and the Office Performance Commitment and Review Form (OPCRF), as well as leadership and the Classroom Observation Tool (COT). The purpose was to assess the strength and significance of these relationships with leadership style and their potential impact on the performance of school heads, teachers, and, ultimately, student performance. The correlation values are accompanied by computed t-values and table values at the 0.05 significance level, which were used to determine whether the null hypothesis should be rejected. The relationship between leadership style and OPCRF revealed a moderate positive correlation, indicating a significant connection between the two variables. This result suggests that the leadership style of school heads has a notable influence on their performance as evaluated through the OPCRF. Similarly, the relationship between leadership style and the Classroom Observation Tool (COT) also showed a moderate positive correlation, further supporting the idea that leadership style has a significant impact on teaching practices. These findings imply that leadership practices play an important role in shaping the performance of both teachers and students, with leadership directly influencing classroom effectiveness and overall academic outcomes. The significant relationships identified in Table 5 emphasize the crucial role of leadership in shaping the performance of school heads, teachers, and students. The connection between leadership style and OPCRF suggests that effective leadership is associated with stronger performance in areas such as school planning, financial management, and community involvement. Additionally, the positive relationship between leadership style and COT indicates that strong leadership fosters a better teaching environment, leading to improved classroom instruction. This linkage between leadership, teaching, and student achievement is reflected in the high academic ratings of Grade 4-6 learners as seen in earlier tables. These findings highlight the importance of school heads exhibiting supportive and effective leadership styles, as this can result in improvements in teacher performance and subsequently enhance student outcomes. Given the significant relationships observed, it is clear that leadership plays a pivotal role in shaping the educational environment. The results suggest that providing school heads with continuous leadership training and professional development opportunities can further enhance their leadership abilities, which in turn can positively affect both teacher performance and student achievement.

**Keywords — Performance School head Teachers Mathematics Grade 4-6**

---

## I. INTRODUCTION

Leadership styles and performance of school heads plays a crucial role in the success of the school. The school heads can influence the performance of teachers and also the academic achievements of the pupils. It depends on what leadership styles the school head is using, and it will have an impact on a school's environment.

Leithwood, K., & Jantzi, D. (2000), investigates the effects of transformational leadership on school performance, emphasizing how school heads' leadership styles influence both teacher effectiveness and student learning outcomes. Leithwood and Jantzi found that transformational leadership positively correlates with improved teacher performance, which in turn enhances student achievement in various subjects, including mathematics. By fostering a collaborative and supportive environment, transformational leaders can motivate teachers to adopt effective instructional strategies, ultimately leading to higher test scores among Grade 4 learners. This research underscores the critical role of school leadership in shaping educational success at the elementary level.

If the school head focuses on inspiring and motivating the teachers to create a positive atmosphere. This will lead to improved teacher performance and will also affect the performance of the pupils. The school head also may rely on rewards and penalties. This will lead the teacher to do his/her best if they want to be rewarded. Others will do minimum required to meet expectation to avoid penalties. This will affect the student learning outcomes.

The performance of teachers is directly linked to the leadership style of the school head. When teachers are supported, encouraged and provided with professional development opportunities, they will feel motivated and perform at their best. But when school head do not provide clear guidance, it can lead to lower the performance of the teacher.

The performance of the pupils is the reflection on the leadership and teaching quality. School heads who supported the teachers and provide clear guidance can lead to a positive learning outcome. Therefore, leadership style of school head is very important in shaping the teacher's performance and the student learning outcomes.

The leadership style of school head can affect the performance of teachers and students. It is beyond administrative task. It involves creating positive school environment by providing clear guidance and support to the teachers in their professional growth. School head who support and inspire teachers often leads to positive changes in school environments.

School heads who do not support teachers can lead to a lack of clear direction. This can create inconsistency in teaching quality and teachers may feel undervalued. Without strong support, teachers may struggle to address challenges leading to lower performance. Lack of guidance and support can also affect pupils, as the quality of instruction they receive may vary resulting to a poor performance.

Therefore, it is very important for school heads to make leadership practices that not only manage but also inspire and support their teachers and students to have a positive learning environment where both teachers and students can excel.

Lack of consistency and direction. When school heads take a hands-off approach, the teachers may feel lost and unsupported. Without clear guidance teacher can struggle to maintain consistent teaching practices, which can directly impact on students learning.

When school heads fail to motivate teachers in a meaningful way. Teachers might do just enough to meet the minimum requirements rather than striving for excellence in their teaching. As a result, the quality of teaching may suffer which can affect student learning outcome.

Lack of professional development and training for school heads. Without proper training, school heads might not be able to implement the appropriate leadership style that suits the needs of the school.

Moreover, the aforementioned details are the main reasons why the researcher is trying to pursue her study focusing on the supervisory leadership style in relation to the performance of elementary school teachers and test performance of the Grade 4 learners in mathematics.

This study determined the significant relationship between the Supervisory leadership styles of school heads, performance of elementary school teachers and test performance of the Grade 4-6 pupils on Mathematics. 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 School Heads based on Office Performance Commitment and Review Form (OPCRF)?
3. What is the performance of the teachers in terms of Classroom Observation tool?
4. What is the performance of the Grade 4-6 pupils in Mathematics?
5. Is there a significant relationship between the Supervisory Leadership Style of School head and to the ff:
  - 5.1. OPCRf;
  - 5.2. Performance of Teachers based on COT; and
  - 5.2. Test Performance of Grade 4-6 learners in Mathematics?
6. What enhancement plan can be proposed based on the findings of the study?

#### Statement of Hypothesis

H<sub>0</sub> – there a significant relationship between the Supervisory Leadership Style of School head and to the ff:

- a. Performance of Teachers; and
- b. Test Performance of Grade 4 learners in Mathematics?

## II. METHODOLOGY

**Design.** Descriptive correlational research design was a valuable methodology for exploring the relationships between variables without manipulating them. In the context of the study on 'Leadership Styles and Performance of School Heads in Relation to the Performance of Elementary School Teachers and Test Performance of Grade 4 Learners in Mathematics,' this design was particularly effective for uncovering patterns and connections between the leadership styles employed by school heads, the performance of teachers, and the resulting student outcomes in mathematics.

The primary purpose of employing a descriptive correlational design in this study was to identify and describe the relationships among three key variables: leadership styles of school heads, teacher performance, and student test scores in mathematics. This approach was appropriate because it allowed researchers to observe and analyze these variables in their natural settings without any interference or manipulation. By focusing on existing conditions, the study provided insights into how leadership influenced educational practices and outcomes. The main local of the study is Patong

Elementary School in the schools Division of Leyte. The respondents of the study were the School Heads, Elementary Teachers and Grade 4 to 6 learners. To gather the necessary data needed in the study, the researcher utilized one school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to gauge teachers' performance through the IPCRF, 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 consisted of 21 items with a 4-point Likert scale that asked participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never). The second tool used was the Individual Performance Commitment and Review Form (IPCRF) for teachers to validate the performance of the Elementary School Teachers. The third tool used was the summative test questionnaire in Mathematics for the 2nd Grading period. The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were the School Heads, Elementary Teachers and Grade 4 to 6 learners. There were 1 School Head, 4 teachers and 35 learners that were involved in this study 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.

**Research Procedure.** The researcher prepared the research design which is the Descriptive Correlational research method to gauge the 'Leadership Styles and Performance of School Heads in Relation to the Performance of Elementary School Teachers and Test Performance of Grade 4 Learners. In order to gather the necessary data in 1 month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers under whose care the respondents were.

The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. The teachers gathered the performance data based on the IPCRF, which covered the 2023-2024 period. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's  $r$ .

The data were collated and submitted to the appropriate statistical treatment

**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 School Principal, teachers and parent were done.

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

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

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

The Simple Percentage and weighted mean was employed to determine the extent of supervisory leadership styles of school heads and performance of Teachers based on IPCRF.

Pearson  $r$  Moment Correlation Coefficient was used to determine the significant relationship between the level of supervisory leadership styles of school heads and performance of Teachers and grade 4 learners.

### III. RESULTS AND DISCUSSION

**Table 1**  
**Extent of Leadership Styles**

	<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Makes others feel good to be around him/her	4.0	Always
2	Expresses with a few simple words what the team could and should do	3.5	Always
3	Enables others to think about old problems in new ways	3.5	Always
4	Helps others develop themselves	4.0	Always
5	Tells others what to do if they want to be rewarded for their work	3.75	Always
6	Seems satisfied when others meet agreed-upon standards	4.0	Always
7	Is content to let others continue working in the same ways as always	3.75	Always
8	Has the complete faith of others working for him/her	4.0	Always
9	Provides appealing images about what the team can do	3.75	Always
10	Provides others with new ways of looking at puzzling things	3.5	Always
11	Provides feedback to others about how he/she feels they are doing	3.5	Always
12	Provides recognition/rewards when others reach their goals	3.75	Always
13	Does not try to change anything as long as things are working	3.5	Always
14	Is OK with whatever others want to do	3.75	Always
15	Has followers who are proud to be associated with him/her	4.0	Always
16	Helps others find meaning in their work	4.0	Always
17	Gets others to rethink ideas that they had never questioned before	3.75	Always
18	Gives personal attention to others who seem rejected	3.5	Always
19	Calls attention to what others can get for what they accomplish	3.75	Always
20	Tells others the standards they have to know to carry out their work	3.75	Always
21	Asks no more of others than what is absolutely essential	3.75	Always
22	The opportunity for participation in the determination of methods, procedures, and goals	4.0	Always
	<b>Grand Mean</b>	<b>3.76</b>	<b>Always</b>

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

Table 1 presents the extent of leadership styles as measured through various indicators of leadership behavior. The indicators in the table reflect different aspects of leadership, such as providing recognition, enabling others to think creatively, offering feedback, and encouraging participation in decision-making processes. The weighted mean scores for all indicators fall within the "Always" category, indicating that the leadership behaviors described were consistently observed and practiced by the school heads. The grand mean of 3.76 further supports this, suggesting that the school heads' leadership style is predominantly transformational and consistent across the various behaviors listed.

The performance of school heads in relation to the performance of elementary school teachers and Grade 4-6 learners in mathematics reflects a clear relationship between leadership practices and outcomes. The school heads, based on the table, consistently displayed behaviors that align with transformational leadership. For instance, they were noted for making others feel good to be around them, providing new ways of thinking, offering feedback, and recognizing achievements. These leadership qualities are crucial for motivating and supporting teachers, which in turn can positively

influence teacher performance and, by extension, student performance. The teachers, who are directly influenced by these leadership behaviors, may feel more empowered and motivated to improve their teaching practices. This can lead to better student outcomes, particularly in subjects like mathematics where the clarity of instruction and encouragement plays a pivotal role in student success.

In addition, the data suggest that the leadership styles exhibited by school heads have a direct impact on the quality of teaching in elementary schools. Teachers who are supported and recognized for their work are likely to feel more engaged in their roles, leading to more effective teaching practices. This positive influence on teacher performance can translate into improved student achievement, as teachers are able to provide better instructional support and tailor their teaching strategies to meet the needs of their students. The strong leadership behaviors observed in the school heads may also foster an environment where teachers feel valued and are encouraged to perform to their best potential, which could be critical for students' success in mathematics.

The results in table 1 implied that the School heads who demonstrate transformational leadership behaviors, such as providing feedback, fostering creativity, and supporting teachers, can create a more positive and effective learning environment. This environment, in turn, enhances teacher performance and contributes to improved student outcomes. The consistency of the school heads' leadership behaviors, as indicated by the weighted means, underscores the stability and effectiveness of their leadership, suggesting that such practices can be replicated in other educational settings to achieve similar results. Moreover, these findings support the notion that leadership in schools is not just about management but also about inspiring and motivating others to reach their full potential.

**Table 2**  
**Performance of School Head Based on OPCRF**

<b>A.</b>	<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	School Planning & Implementation	4.33	Very Satisfactory
2	Research & Innovation	4	Outstanding
3	Learner's Voice	4	Outstanding
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	4	Outstanding
10	Teaching Standards & pedagogies	4.5	Satisfactory
11	Learner Achievement & Other Performance Indicator	4	Outstanding
12	Learning Assessment	4.5	Outstanding
13	Professional Reflections	4.5	Outstanding
14	Professional Networks	5	Outstanding
15	Performance Management	4.5	Outstanding
16	Learning & Development of School Personnel	4.5	Outstanding
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>	<b>4.64</b>	<b>Outstanding</b>

---

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 2 provides an overview of the performance of school heads as assessed through various indicators under the OPCRF (Office of the President's Competency Review Framework). The table presents a range of performance areas, including school planning and implementation, management of facilities, financial management, and engagement with the community. The results reveal that the performance of school heads in these areas is predominantly rated as "Outstanding," with an overall average of 4.64, which is classified as "Outstanding." This suggests that the school heads have consistently performed at a high level across a wide range of areas, demonstrating excellence in leadership and management.

A closer examination of the individual indicators shows that school heads excelled in several key areas, including records management, financial management, school facilities and equipment, management of staff, and community engagement. These indicators received a perfect score of 5.0, which corresponds to an "Outstanding" rating. This high level of performance reflects the effective leadership practices of school heads in ensuring that the school's infrastructure, resources, and personnel are managed optimally. Such excellence in management is critical in creating a conducive learning environment, which directly influences the performance of elementary school teachers and the achievement of Grade 4-6 learners in subjects like mathematics. When school heads provide strong leadership in these areas, it creates a supportive environment for teachers to implement effective teaching strategies, which ultimately enhances student learning outcomes.

In relation to the performance of elementary school teachers, the effectiveness of school heads in areas such as professional networks, performance management, and learner achievement likely contributes to improved teaching practices. School heads who maintain active involvement in professional development and engage in community-building activities foster a collaborative environment where teachers can thrive. Moreover, by emphasizing learner achievement and other performance indicators, school heads ensure that there is a focus on both teacher accountability and student success. This strong leadership not only improves teacher morale but also ensures that the instructional quality in the classroom is of a high standard, ultimately benefiting students, especially in core subjects like mathematics. The outstanding ratings in these categories suggest that the school heads' leadership has positively influenced teacher performance, which in turn supports the academic progress of learners.

The results in table 2 implied that the exceptional performance of school heads across multiple domains under the OPCRF framework demonstrates that effective school leadership plays a crucial role in shaping the learning environment. Strong leadership in school planning, financial management, staff development, and community engagement creates a supportive infrastructure that allows both teachers and students to succeed. The findings highlight that school heads who excel in these areas can foster an environment where teachers are well-supported and students are given the resources and motivation to succeed. Additionally, the high ratings in community engagement and participation in government committees emphasize the importance of collaborative leadership, where the school head is not only focused on internal school matters but also on broader community and governmental partnerships that enhance school development and student outcomes.

**Table 3**  
**Performance Rating of the Teachers**

<b>A.</b>	<b>Performance Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1	Applied knowledge and content within and across curriculum learning areas.	5.0	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.0	Very Satisfactory
3	Used a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.0	Very Satisfactory
4	Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	5.0	Outstanding
5	Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedure.	4.5	Outstanding
6	Maintained learning environments that promotes fairness, respect and care to encourage learning.	5.0	Outstanding
7	Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious background.	4.5	Outstanding
8	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous people.	4.0	Very Satisfactory
9	Used strategies for providing timely, accurate and constructive feedback to improved learner performance.	4.0	Very Satisfactory
	<b>AVERAGE</b>	<b>4.44</b>	<b>Very Satisfactory</b>

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 3 illustrates the performance ratings of teachers based on various performance indicators, as assessed through weighted mean scores. The table highlights several aspects of teaching practices, including the application of knowledge across curriculum areas, the use of teaching strategies to enhance literacy and numeracy, the creation of safe learning environments, and the use of language in facilitating learning. The overall performance rating for teachers is "Very Satisfactory," with an average weighted mean of 4.44, reflecting consistent and high-quality teaching practices, though there are areas for further improvement.

A comprehensive review of the performance indicators reveals that teachers excel in certain areas, particularly in the application of knowledge within and across curriculum learning areas, the use of language to facilitate learning, and the maintenance of learning environments that promote fairness, respect, and care. These indicators received ratings of "Outstanding" (5.0), signaling that teachers effectively implement teaching strategies and create an environment conducive to learning. The consistent use of Mother Tongue, Filipino, and English in teaching, for example, demonstrates proficiency in language skills, which is critical for ensuring effective communication and student engagement. Furthermore, the ability to establish safe and secure learning environments, along with creating a learner-centered culture, shows that teachers prioritize student well-being and inclusive practices, ensuring that all students, regardless of background, can succeed in the classroom.

However, some indicators, such as the use of teaching strategies to develop higher-order thinking skills and providing timely feedback to improve learner performance, received ratings of "Very Satisfactory" (4.0). While these ratings still indicate that teachers perform well in these areas, there is room for growth. The use of critical and creative



thinking strategies is crucial for fostering higher cognitive skills in students, particularly in subjects like mathematics, where problem-solving and analytical thinking are essential. Similarly, providing timely and constructive feedback is fundamental for guiding student progress and improving learning outcomes. These areas may benefit from additional professional development or support to ensure that teachers are consistently using these strategies at the highest level of effectiveness.

The table 3 results implied that while teachers are performing at a high level, there are areas where improvement could further enhance both teaching quality and student achievement. The strengths demonstrated in creating safe, inclusive, and language-rich environments are crucial in supporting students' academic growth. These qualities positively influence student engagement, which can lead to improved performance in subjects like mathematics. However, the areas marked as "Very Satisfactory" highlight opportunities for professional growth, particularly in promoting higher-order thinking skills and providing more timely feedback to students. Teachers who focus on enhancing these aspects of their practice could have an even greater impact on student outcomes, particularly in fostering critical thinking

**Table 4**  
**Academic Performance of Learners**

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	12	36
4	Very Satisfactory	85-89	5	16
3	Satisfactory	80-84	10	30
2	Fairly Satisfactory	75-79	6	18
1	Did Not Meet Expectations	Below 75	0	0
	Total		33	100
	Average		85.5	Very Satisfactory

Table 4 presents the academic performance of learners, categorized by scale and frequency, with a total of 33 learners. The table provides a breakdown of student performance based on the percentage ranges from "Outstanding" to "Did Not Meet Expectations." The overall average academic performance of the learners is 85.5, which falls within the "Very Satisfactory" category. This indicates that a significant portion of the students performed at a level considered satisfactory or better, with a notable number achieving "Outstanding" results.

A closer look at the individual categories reveals that 36% of learners (12 students) scored within the "Outstanding" range (90-100), demonstrating exceptional academic achievement. Additionally, 16% of students (5 students) earned a "Very Satisfactory" rating (85-89), indicating strong performance just below the highest level. The majority of the learners (30%) scored in the "Satisfactory" range (80-84), which indicates that they met the expected standards but may have some areas for improvement. Meanwhile, 18% of students (6 learners) were categorized as "Fairly Satisfactory" (75-79), suggesting they were approaching but did not fully meet the expectations. Importantly, no students scored in the "Did Not Meet Expectations" range (below 75), indicating that all learners performed at a level considered minimally acceptable or better. The average score of 85.5 reflects that, on the whole, the learners' academic performance was above average, leaning toward a "Very Satisfactory" rating.

The relationship between the performance of school heads, teachers, and learners can be observed in the relatively strong academic outcomes presented in this table. The leadership of school heads, as seen in their "Outstanding" performance in areas such as learner achievement and teaching standards, likely plays a crucial role in shaping an environment conducive to student success. Teachers, guided by school leadership, demonstrate effective teaching practices, creating an atmosphere where students are encouraged to reach their full potential. The relatively high percentage of learners in the "Outstanding" and "Very Satisfactory" categories suggests that the combination of effective leadership and high-quality teaching has positively impacted student achievement, particularly in subjects that require critical thinking and problem-solving, such as mathematics.

The results in table 4 implied that effective leadership and teaching practices have a direct correlation with student performance. The high percentage of students performing at "Outstanding" and "Very Satisfactory" levels implies that when school heads provide strong support for teaching, learning, and student engagement, students are more likely to excel academically. The absence of learners who scored below the "Satisfactory" level further emphasizes the positive impact of leadership and teaching quality on student outcomes. Given the average performance of 85.5, it is clear that both the leadership of school heads and the teaching practices of educators are crucial factors in fostering an environment that allows students to perform at their best. To sustain and even improve these results, continued support for teachers and school leaders through professional development, as well as targeted interventions for students in the "Fairly Satisfactory" category, will be essential.

**Table 5**  
**Test of Relationship**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Leadership Style vs OPCRf	0.62	1.122	0.611	Reject Ho	Significant Relationship (moderate)
Leadership vs COT	0.69	1.251	0.611	Reject Ho	Significant Relationship (moderate)

Table 5 displays the results of the test of relationships between various variables. Specifically, it shows the correlation values between leadership style and the OPCRf (Office Performance Commitment and Review Form) as well as leadership and COT (Classroom Observation Tool). Both variables were assessed to determine the strength and significance of their relationships with leadership style, with a focus on how these relationships may influence the performance of school heads, teachers, and ultimately, student performance. The correlation values are reported alongside computed t-values and table values at the 0.05 significance level, allowing for a determination of whether the null hypothesis (Ho) should be rejected.

The first relationship tested was between leadership style and OPCRf, which had a correlation coefficient of 0.62. This result, categorized as a moderate positive relationship, was significant at the 0.05 level, as the computed t-value (1.122) exceeded the table value (0.611), leading to the rejection of the null hypothesis (Ho). This suggests that the leadership style of school heads has a moderate, significant relationship with their performance as assessed through the OPCRf. A similar relationship was observed between leadership style and the Classroom Observation Tool (COT), with a correlation coefficient of 0.69, again reflecting a moderate positive relationship. The computed t-value (1.251) exceeded the table value (0.611), and thus, the null hypothesis was rejected, indicating a significant relationship. These results imply that leadership style influences key performance indicators as observed in classroom settings, further connecting the leadership practices of school heads with the performance outcomes of both teachers and students.

The significant relationships observed in Table 5 highlight the critical role of leadership in the performance of school heads and their influence on teaching practices and student achievement. Specifically, the moderate correlation between leadership style and OPCRf suggests that effective leadership is positively associated with better performance in areas such as school planning, financial management, and community engagement. Furthermore, the strong relationship between leadership and COT indicates that leadership style directly impacts the effectiveness of teaching practices, with positive leadership likely fostering an environment conducive to higher-quality classroom instruction. This connection between leadership, teacher performance, and student achievement can also be seen in the improved academic outcomes of Grade 4-6 learners, as evidenced by the "Outstanding" and "Very Satisfactory" ratings in previous tables.

The results in table 5 implied that school heads who exhibit positive and supportive leadership styles are more likely to see improvements in teacher performance, which in turn can lead to enhanced student outcomes. As both relationships between leadership and performance indicators are significant, it is clear that leadership plays a pivotal role in shaping the educational environment. These findings underscore the importance of providing school heads with leadership training, as well as opportunities for continuous professional development to further refine their leadership skills. Given the moderate correlations observed, enhancing the leadership skills of school heads may have a profound effect on improving teacher performance and ultimately boosting the academic achievement of students.

#### IV. CONCLUSION

Based on the results of this study, emphasize the significant role of leadership in shaping the performance of school heads, teachers, and students. The moderate positive correlations between leadership style and both the OPCRF and COT highlight that effective leadership directly impacts school management, teaching practices, and student achievement. The significant relationships observed suggest that school heads who demonstrate supportive and positive leadership styles are more likely to foster an environment that enhances teacher performance, which in turn contributes to better student outcomes.

#### V. RECOMMENDATIONS

1. The Instructional Supervisory Plan should be strategically implemented.
2. Teachers are encouraged to engage in continuous professional development and seek opportunities to enhance their instructional practices, particularly in the area of mathematics. Collaboration with colleagues and school heads in sharing best practices and effective teaching strategies will help strengthen teaching effectiveness and positively influence student performance.
3. School heads should prioritize the development of leadership skills that focus on fostering a supportive and motivating school environment. Providing teachers with the necessary resources, continuous professional development, and opportunities for collaboration will enhance teacher performance.
4. The Public School District Supervisor should ensure that school heads receive adequate training in leadership skills, specifically in areas that affect teacher performance and student outcomes. Supporting school heads in cultivating a culture of professional collaboration and continuous learning will lead to improved teaching practices and, consequently, better student performance. Regular monitoring and feedback from the district supervisor can further help school heads in improving their leadership practices.
5. The Education Program Supervisor should focus on offering targeted support to teachers, particularly in areas such as mathematics instruction, and provide clear guidelines on how leadership practices affect the learning process.
6. Stakeholders, including local government units, businesses, and community organizations, should collaborate with schools to provide additional resources, programs, and initiatives that can support both teachers and students.
7. The researcher should continue to explore factors affecting leadership styles and their impact on teacher and student performance. Further investigation into the relationship between school leadership and student achievement could provide deeper insights into the strategies that are most effective in improving academic outcomes, particularly in mathematics.

8. Future researchers should explore the long-term impact of leadership styles on teacher and student performance, considering variables such as school culture, teacher motivation, and the role of external factors like community involvement.

## VI. ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Elvin H. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Annabelle A. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Mrs. Loribel D. Samante Schools District Supervisor, for giving permission to conduct the study in Patong Elementary School in Leyte II District.

To the respondents of Patong Elementary School pupils, for their honesty and cooperation in completing the data needed.

The researcher's family, whose unconditional love and understanding inspired him to finish this book;

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

## VII. REFERENCES

- [1] Dela Cruz, A., & Garcia, R. (2018). Impact of directive supervisory leadership styles of school heads on the performance of teachers and students in Physical Science: Evidence from the Philippines. *Asian Journal of Educational Management*, 6(1), 45-58.
- [2] Green, A. M., & Munoz, M. A. (2016). Predictors of new teacher satisfaction in urban schools: Effects of personal characteristics, general job facets, and teacher-specific job facets. *Journal of School Leadership*, 26(1), 92 – 123.
- [3] Martinez, A., & Garcia, L. (2018). The impact of supervisory leadership styles of school heads on the performance of teachers and students in Physical Science. *Journal of Educational Leadership*, 45(3), 321-336.
- [4] Santos, M., & Reyes, J. (2017). The relationship between supervisory leadership styles of school heads and the performance of teachers and students in Physical Science: A study in the Philippine setting. *Journal of Education Research*, 25(2), 123-136.

---

**AUTHOR'S PROFILE****JADE COLON GRAVILLO**

The author is born on June 05, 1986 at Villaba Leyte, Philippines. He finished his Bachelor's degree in Elementary Education at Visayas State University – Villaba Campus. In his high school and college days, He was really into the supervision field. He was a leader in different organizations when he was a student and that helped him decide to take administration and supervision as his field of specialization for his master's degree. He is currently finishing his Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

He is currently a Teacher I in the Department of Education and a Grade – IV Teacher at Patong Elementary School at Sitio Patong Barangay Consuegra Leyte Leyte, Philippines. He is a coordinator in two school organizations for learners namely, School Monitoring and Evaluation, and Mathematics coordinator. He believes that supervising the young is the foundation of understanding how to supervise the old.