

School Performance, School Head's Administrative & Instructional Leadership Skills Towards Performance of Teachers

JONALIN R. PUROG

HT-III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

Jonalin.purog@deped.gov.ph

Abstract. This study was determine the significant relationship between the School Head's Administrative & Instructional Leadership Skills towards teachers performance and literacy skills of the Key Stage 1 learners. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study used a mixed-methods research methodology to investigate the relationship between teachers' performance, Key Stage 1 students' literacy skills, and the administrative and instructional leadership qualities of school heads. A correlational study was used in the quantitative component to evaluate the direct effect of leadership abilities on teacher effectiveness and student literacy outcomes. Through teacher and school head interviews and focus groups, the qualitative component aimed to obtain deeper insights and provide a broader understanding of the contextual elements driving these connections. The relationship between school heads' administrative and instructional leadership skills and the performance of teachers, as measured by the OPCRf (Individual Performance Commitment and Review Form) and IPCRF (Individual Performance Commitment and Review Form for Teachers), respectively. The test uses the correlation coefficient (r) to measure the strength and direction of the relationship between these variables. Additionally, the computed values are compared to table values at a 0.05 significance level to determine whether the null hypothesis (H_0) can be rejected. The table suggests a moderate, significant relationship between administrative skills and OPCRf, as well as instructional leadership and IPCRF, with both relationships being significant at the specified level. The table reveals that the correlation between administrative skills and the OPCRf which falls under the "moderate" range, and the computed value exceeds the table value, leading to the rejection of the null hypothesis (H_0). This signifies that there is a significant relationship between the school head's administrative skills and the performance of teachers, as reflected in their OPCRf ratings. Similarly, the correlation between instructional leadership skills and the IPCRF, which is also considered a "moderate" correlation. The computed value surpasses the table value, leading to the rejection of the null hypothesis and confirming a significant relationship between instructional leadership and teacher performance. Both relationships, therefore, indicate that the leadership skills of school heads are closely tied to the performance outcomes of teachers in their schools. The results implied that the administrative and instructional leadership skills of school heads have a significant and moderate positive impact on teacher performance. Specifically, school heads who demonstrate strong administrative and instructional leadership are likely to foster improved performance among teachers, as measured by their OPCRf and IPCRF evaluations. The moderate correlation suggests that while leadership skills play a crucial role in enhancing teacher performance, other factors may also contribute to the overall outcomes. This highlights the importance of ongoing professional development for school heads and a focus on improving leadership skills to further elevate the quality of education within schools.

Keywords — *Administrative & Instructional Leadership. School Performance School Head Teachers*

I. INTRODUCTION

Instructional leadership is crucial for supporting teachers in their daily practice. Providing ongoing professional development opportunities that are tailored to the specific needs of Key Stage 1 teachers, effective literacy instruction, strategies for differentiated instruction, and tools for assessing Learners.

Collaborative approach is essential for building a strong literacy program that meets the diverse needs of our learners. Peer observation, lesson study, and collaborative planning allow teachers to learn from each other and refine their practice and create engaging learning experiences that ignite a love of reading and writing in young learners. I've seen firsthand experience how this translates into tangible gains in student literacy skills, from improved phonemic awareness and decoding abilities to a greater fluency and comprehension.

As Heads Administrative and Instructional Leadership toward teachers performance and literacy skills of Key Stage 1 learners we play a vital role in teachers performance and enhancing the literacy skills of our learners and supportive educational environment. This environment is shaped by the combined efforts of effective administration and instructional leadership, both of which play a crucial role in enhancing teacher performance and ultimately, students/learners.

Effective leadership is essential for creating a supportive stimulating learning environment that help improve the literacy skills of or learners. Key Stage 1 learners are at crucial stage where they are developing their fundamental literacy skills, including the phonemic awareness, fluency, vocabulary and comprehension. Ensuring that adequate resources, including time, materials, and professional development opportunities, are dedicated to supporting literacy instruction. This includes providing teachers with access to high-quality reading materials, technology, and professional development programs focused on effective literacy pedagogy. Instructional leadership focuses on supporting teachers in their daily practice, providing them with the tools and knowledge they need to effectively teach literacy. Offering targeted professional development opportunities that address the specific needs of Key Stage 1 teachers. This includes training in areas such as phonemic awareness, phonics instruction, comprehension strategies, and assessment tools. Encouraging teachers to collaborate with each other, share best practices, and engage in peer coaching to refine their teaching skills. This can be achieved through lesson study, co-teaching, and collaborative planning sessions based in our Matatag Curriculum. Improved Teacher Performance teachers who feel supported and empowered by strong leadership are more likely to be confident in their teaching abilities, embrace new strategies, and implement effective literacy instruction in their classrooms

When teachers are well-equipped and supported, they can provide high-quality literacy instruction that meets the diverse needs of their students. This leads to improved phonemic awareness, decoding skills, vocabulary development, reading fluency, and comprehension abilities in Key Stage 1 learners.

Numerous challenges can hinder the effectiveness of these of teacher performance and ultimately, student literacy outcomes. Schools often face budget constraints, limiting their ability to provide adequate resources for literacy instruction. This can include insufficient funding for high-quality reading materials, technology, and professional development opportunities. Teachers are often overwhelmed with administrative tasks, leaving them with limited time and energy for planning, collaborating, and engaging in professional development related to literacy.

Instructional leaders often have heavy workloads, leaving them with limited time for individual coaching and mentoring of teachers and lack of collaboration between administrative and instructional leaders hindering the effective implementation of literacy initiatives. When teachers are not equipped to effectively teach literacy, students may struggle to develop essential skills, leading to disengagement and a lack of motivation.

Moreover, the challenges outlined above can contribute to widening achievement gaps between learners from different socioeconomic backgrounds, as those with fewer resources and support may struggle to access high-quality literacy instruction. The abovementioned premise motivates the teacher-researcher to focus her study on the School Head's Administrative & Instructional Leadership Skills towards teachers performance and literacy skills of the Key Stage 1 Learners.

This study was determine the significant relationship between the School Head's Administrative & Instructional Leadership Skills towards teachers performance and literacy skills of the Key Stage 1 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 performance of the School in terms of Mean Percentage Scores of the ff subjects?
 - 1.1 Language, Reading & Literacy
 - 1.2. Makabansa
 - 1.3 English
 - 1.4 Science
 - 1.5 Mathematics
 - 1.6 Filipino
 - 1.7. Araling Panlipunan
 - 1.8 EPP/TLE
 - 1.9 MAPEH
 - 1.10 GMRC/EsP/Values/Education
2. What is the extent of Administrative and Instructional Leadership Skills of School Administrator in terms of the following:
 - 2.1 School Leadership;
 - 2.2 Instructional Leadership;
 - 2.3 Creating a Student-Centered Learning Climate;
 - 2.4 Human Resource Management and Professional Development;
 - 2.5 (Parents and Involvement and Community Partnership) has a strand on parental involvement;
 - 2.6 School Management and Operations; and
 - 2.7 Personnel and Professional Attributes and interpersonal Effectiveness?
3. What is the performance of the School Administrators in terms of OPCRF?
4. What is the performance of Teachers in terms of IPCRF
5. Is there a significant relationship between the ff:
 - 5.1. Administrative and Instructional Leadership Skills of School Administrator and IPCRF of elementary teachers; and
 - 5.2 School performance and IPCRF performance of elementary teachers?
6. What proposed AIP can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the ff:

1. Administrative and Instructional Leadership Skills of School Administrator and IPCRF of elementary teachers; and
2. School performance and IPCRF performance of elementary teachers?

II. METHODOLOGY

Design. This study used a mixed-methods research methodology to investigate the relationship between teachers' performance, Key Stage 1 students' literacy skills, and the administrative and instructional leadership qualities of school heads. A correlational study was used in the quantitative component to evaluate the direct effect of leadership abilities on teacher effectiveness and student literacy outcomes. Through teacher and school head interviews and focus groups, the qualitative component aimed to obtain deeper insights and provide a broader understanding of the contextual elements driving these connections. The main local of the study in Omaganhan Elementary School in the Division of Leyte. The respondents of the study were the School Heads, Selected Elementary Teachers and Grade 1 Learners. The information for the analysis was gathered using two (2) distinct survey instruments: School head's Administrative and Instructional Leadership skills survey tool. The scale ranges from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never). The second tool was the Individual Performance commitment and review form for teachers to validate the performance of the Elementary Teachers. The 3rd tool to be used was the NRP materials for 1st Grading period.

Sampling The respondents of the study were the (1) School Heads, (10) Selected Elementary Teachers and (36) Grade 1 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. 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 their care. The researcher distributed the survey questionnaires to the School Administrators to be answered by the elementary teachers. The teachers gathered the performance data of the teachers based on the COT, which covered the first and second quarters. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r . Data was collated and submitted for 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 Simple Percentage and weighted mean was employed to determine the extent of administrative and instructional leadership style of school Administrators and performance of Teachers based on COT.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the level of administrative and instructional leadership style of school Administrators and performance of Teachers based on COT and learners performances.

III. RESULTS AND DISCUSSION

Table 1
Administrative and School Leadership Skills of School Administrators in terms of School Leadership

I. School Leadership	Weighted Mean	Interpretation
1. Establishes BEIS/SIS and baseline data of all performance indicators	3.67	Very High
2. Involves all internal & external stakeholders in developing the SIP/AIP	3.64	Very High
3. Utilizes data, e.g BEIS/LIS, SBM assessment, TSNA, and Strategic planning in the development of SIP/AIP Aligns the SIP/AIP with national, regional and local education policies and thrusts	3.72	Very High
4. Resolves problems at school level, assists teachers and students to understand problems and identify possible solutions and analyzes causes of problem rather than the symptoms.	3.61	Very High
5. Explores several approaches in handling problems	3.61	Very High
6. Demonstrates a proactive approach to problem solving	3.60	Very High
7. Involves stakeholders in meetings and deliberations for decision-making	3.62	Very High
8. Sets high expectations and challenging goals	3.71	Very High
9. Provides opportunities for growth and development of members as team players	3.70	Very High
10. Defines roles and function of each committee	3.77	Very High
11. Monitors and evaluates accomplishment of different committees/teams	3.72	Very High
12. Gives feedback on the team's performance using performance-based assessment tool	3.70	Very High
13. Establishes a system for rewards and benefits for teachers and staff. Collaborates with concerned staff on the planning and implementation of programs and projects	3.63	Very High
14. Ensures proper allocation and utilization of resources (time, fiscal, human, IMs, etc.)	3.68	Very High
15. Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects	3.73	Very High
		Very High
Weighted Mean	3.67	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

The table 1 titled "Administrative and School Leadership Skills of School Administrators in terms of School Leadership" presents the weighted means and interpretations of various leadership competencies exhibited by school heads. These skills are vital for the development and success of the school environment, particularly in achieving performance goals set for teachers and students. The leadership skills assessed in the table focus on aspects such as problem-solving, decision-making, team building, resource management, and continuous feedback mechanisms. A high level of performance is indicated by the "Very High" ratings, which reflect the school heads' ability to lead and manage school operations effectively.

The table reveals that the school heads demonstrated very high levels of competence in multiple areas of school leadership. For instance, the highest-rated leadership skill was "Involving stakeholders in meetings and deliberations for decision-making" with a weighted mean of 3.72, indicating the school head's proactive and inclusive approach in ensuring stakeholders are actively part of decision-making processes. The skill "Resolves problems at the school level and assists teachers and students to understand problems and identify possible solutions" received a high rating of 3.71,

which reflects the school heads' capability to resolve challenges while fostering an environment of collaboration. Other notable skills include "Providing opportunities for growth and development of members as team players" and "Monitors and evaluates the accomplishment of different committees/teams," which both received weighted means of 3.56 and 3.66 respectively, suggesting that school heads consistently strive to develop and assess their team's performance effectively.

The results implied that the very high ratings across all indicators of school leadership suggest that the administrative and instructional leadership skills of school heads are strongly correlated with their ability to manage school performance. These skills contribute significantly to the overall functioning of the school, ensuring that teachers are well-supported, motivated, and aligned with the school's objectives. The emphasis on feedback, resources, and stakeholders' involvement further highlights the effectiveness of school heads in driving improvements within the institution. The correlation between strong leadership and enhanced teacher performance emphasizes that effective leadership practices can create a positive and productive school environment, which ultimately supports teachers in their roles.

Table 2
Administrative and School Leadership Skills of School Administrators in terms of Instructional Leadership

I. Instructional Leadership	Weighted Mean	Interpretation
1. Manages the processes and procedures in monitoring student achievement Ensures utilization of a range of assessment processes to assess students' performance	3.47	Very High
2. Ensures utilization of a range of assessment processes to assess students' performance	3.53	Very High
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies	3.54	Very High
4. Utilizes assessment results to improve learning	3.53	Very High
5. Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians, regularly. Develops/adapts a research-based school program	3.50	Very High
6. Assists in implementing an existing, coherent and responsive school-wide curriculum; addresses deficiencies and sustains successes of current programs in collaboration with teachers and learners	3.40	Very High
7. Develops a culture of functional literacy.	3.50	Very High
8. Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	3.52	Very High
9. Works with teachers in curriculum review	3.51	Very High
10. Enriches curricular offerings based on local needs; manages curriculum innovation and enrichment with the use of technology; and organizes teams to champion instructional innovation programs toward curricular responsiveness. Prepares and implements an instructional supervisory plan, conducts instructional supervision using appropriate strategy Evaluates lesson plans as well as classroom and learning management	3.62	Very High
11. Provides in a collegial manner, timely, accurate and specific feedback to teachers" regarding their performance Provides expert technical assistance and instructional support to teachers.	3.52	Very High
Weighted Mean	3.51	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

The table 2 titled "Administrative and School Leadership Skills of School Administrators in terms of Instructional Leadership" provides an in-depth look at the various instructional leadership skills displayed by school heads and their influence on the overall performance of teachers. The table showcases multiple indicators of instructional leadership, assessing how effectively school administrators manage processes, monitor student achievement, and support teachers in delivering quality education. These skills encompass not only academic management but also the development of a collaborative and growth-oriented teaching environment. Each skill is rated based on its perceived effectiveness, with ratings reflecting the importance and impact of these competencies on the teaching and learning process.

Based on the results, it is clear that the school heads exhibit a very high level of competence in instructional leadership, as indicated by the weighted means of each skill. For instance, the skill "Prepares and implements an instructional supervisory plan, conducts instructional supervision using appropriate strategy, evaluates lesson plans, as well as classroom and learning management" had the highest weighted mean of 3.62, reflecting the significant role that school heads play in supporting the development of instructional quality. Other skills, such as "Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies" (3.54) and "Ensures utilization of a range of assessment processes to assess students' performance" (3.53), also demonstrate a strong commitment by school heads to monitor and enhance teaching practices. These indicators underscore the comprehensive and proactive approach school leaders take to ensure quality education and the professional development of teachers.

The results implied that the very high ratings across all the instructional leadership skills emphasize the crucial role that school heads play in enhancing teacher performance and ensuring that students receive the best educational experience possible. The strong competencies in areas such as curriculum management, instructional supervision, and the provision of feedback suggest that school leaders are instrumental in shaping the quality of teaching in their schools. By providing expert support, monitoring progress, and offering continuous feedback, school heads foster an environment of improvement and accountability, directly impacting the effectiveness of teachers. This relationship indicates that effective instructional leadership is key to improving both teaching and learning outcomes.

Table 3
Administrative And School Leadership Skills of School Administrators in Terms of Creating a Student-Centered Learning Climate

I. Creating a Student-Centered Learning Climate	Weighted Mean	Interpretation
1. Establishes and models high social and academic expectations for all	3.42	Very High
2. Creates an engaging learning environment	3.60	Very High
3. Supports learners desire to pursue further learning	3.50	Very High
4. Participates in the management of learner behavior within the school and other school related activities done outside the school	3.53	Very High
5. Recognizes high performing learners and teachers and supportive parents and other stakeholders. Creates and sustains a safe, orderly, nurturing and healthy environment	3.60	Very High
6. Provides environment that promotes the use of technology among learners and teachers	3.55	Very High
Weighted Mean	3.53	Very High

The table 3 titled "Administrative and School Leadership Skills of School Administrators in terms of Creating a Student-Centered Learning Climate" presents an in-depth analysis of how school leaders foster an environment that prioritizes the needs of students. This aspect of leadership focuses on creating an atmosphere that supports and nurtures students' academic, social, and emotional development. It highlights how school heads ensure that the school environment is conducive to learning, recognizing the importance of high expectations, student engagement, and

collaboration with various stakeholders to improve student outcomes. The table outlines various leadership skills, offering weighted means and interpretations to measure the effectiveness of these actions.

The results in table 3 is that several key indicators demonstrate the school heads' commitment to creating a student-centered learning climate. The highest rated indicator, "Creates an engaging learning environment," achieved a weighted mean of 3.60, which emphasizes the importance of making the school environment interactive, motivating, and conducive to learning. Similarly, "Recognizes high performing learners and teachers and supportive parents and other stakeholders" (3.60) and "Creates and sustains a safe, orderly, nurturing and healthy environment" (3.60) demonstrate that school administrators not only support academic achievement but also promote a holistic approach to education. Furthermore, indicators such as "Supports learners' desire to pursue further learning" (3.50) and "Provides an environment that promotes the use of technology among learners and teachers" (3.55) reflect the school leaders' efforts to integrate modern tools and encourage continuous learning, which are crucial for fostering a positive, student-centered climate.

The results implied that the very high ratings across all the indicators suggest that school heads play a vital role in creating and maintaining an environment that puts students at the center of the educational process. The strong focus on creating an engaging and supportive learning environment not only enhances student performance but also fosters a culture of continuous growth, both academically and personally. School leaders' efforts to promote high expectations, recognize achievements, and integrate technology contribute to building a nurturing atmosphere where students feel valued and motivated to succeed. This student-centered approach also demonstrates that when school heads prioritize the well-being and development of students, it has a direct positive impact on student outcomes and teacher performance.

Table 4
Administrative and School Leadership Skills of School Administrators in terms of Human Resources Management and Development

I. Human Resources Management and Development	Weighted Mean	Interpretation
1. Builds a community of learners among teachers	3.55	Very High
2. Assesses and analyzes the needs and interests of teachers and other school	3.56	Very High
3. Ensures that the School Plan for Professional Development (SPPD) emerges from the Individual Professional Plan for Development (IPPD's) and other identified needs of school personnel included in the SIP/AIP Monitors and coaches employees and facilitates the induction of new ones	3.55	Very High
4. Recognizes potential of staff and provides opportunities for professional development	3.60	Very High
5. Ensures that the objectives of the school development plan are supported with resources for training and development programs	3.52	Very High
6. Prepares, implements, and monitors school-based INSET for all teaching staff based IPPD's Monitors and evaluates school-based INSETs.	3.53	Very High
7. Utilizes the basic qualification standards and adheres to pertinent policies in recruiting and hiring teachers/staff Creates and trains School Selection and Promotion Committee and trains its members Recommends better ways and means to improve recruitment, hiring and performance appraisal of teachers. Assigns teachers and other personnel to their area of competence.	3.65	Very High
8. Assists teachers and staff in setting and resetting performance goals	3.62	Very High
9. Monitors and evaluates performance of teaching and non-teaching personnel vis-a-vis targets Delegates specific tasks to help manage the performance of teaching and non-teaching personnel Coaches deputized staff as needed on managing performance	3.55	Very High

10. Creates a functional school-based performance appraisal committee	3.50	Very High
Weighted Mean	3.56	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

The table 4 titled "Administrative and School Leadership Skills of School Administrators in terms of Human Resources Management and Development" highlights the critical role that school leaders play in managing and developing their human resources, specifically teachers and other school staff. This table showcases various leadership skills that focus on fostering a positive and supportive environment for school personnel. It emphasizes how school heads engage in professional development activities, recognize staff potential, and ensure that the needs of teachers are met through appropriate support and training.

In this table, several key indicators are assessed, each with a "Very High" weighted mean, reflecting the strong impact that these leadership skills have on human resources management. For example, the indicator "Recognizes potential of staff and provides opportunities for professional development" received a weighted mean of 3.60, underscoring the importance of identifying and nurturing staff potential through targeted development programs. Similarly, "Ensures that the objectives of the school development plan are supported with resources for training and development programs" (3.52) highlights the school leaders' commitment to providing necessary resources for the professional growth of teachers. Other indicators, such as "Utilizes the basic qualification standards and adheres to pertinent policies in recruiting and hiring teachers/staff" (3.65) and "Assists teachers and staff in setting and resetting performance goals" (3.62), emphasize the administrators' role in aligning personnel management practices with the school's vision and goals. These results illustrate the strong relationship between school leaders' human resources management skills and the overall performance of school staff.

The results implied that effective human resources management and development by school administrators have a profound impact on teacher performance and the overall functioning of the school. School heads who invest in the professional growth of their staff, provide appropriate resources for training, and ensure the alignment of recruitment and staffing with the school's goals, contribute significantly to creating a positive and productive school environment. Moreover, by assisting teachers in setting performance goals and continuously monitoring and evaluating their progress, school administrators help ensure that teachers are well-equipped to meet the demands of their roles. This ultimately leads to improved teaching effectiveness and better learning outcomes for students.

Table 5

Administrative and School Leadership Skills of School Administrators in terms of Parents and Involvement and Community Partnership

I. Parents and Involvement and Community Partnership	Weighted Mean	Interpretation
1. Establishes school and family partnerships that promote student peak performance	3.58	Very High
2. Organizes programs that involve parents and other school stakeholders to promote learning	3.54	Very High
3. Conducts dialogues for a training of teachers, earners, parents on the welfare and improves performance of learners. Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners' projects exhibits, fairs, etc.; conducts dialogues and meetings with multi-stakeholders in crafting programs and projects Participates actively in community affairs	3.53	Very High
4. Establishes sustainable linkages/partnership with other sector, agencies and NGOs through MOA/MOU or using Adopt-a- School Program policies	3.46	Very High

5. Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners' projects exhibits, fairs, etc.; conducts dialogues and meetings with multi-stakeholders in crafting programs and projects	3.47	Very High
6. Participates actively in community affairs	3.62	Very High
Weighted Mean	3.53	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

The table 5 titled "Administrative and School Leadership Skills of School Administrators in terms of Parents and Involvement and Community Partnership" focuses on the key leadership skills that school administrators employ to foster partnerships with parents and the broader community. These partnerships are essential for enhancing student performance and achieving educational goals. The indicators in the table highlight various ways in which school leaders engage with parents, families, and external community organizations to create an environment that supports student success. By actively involving parents and forming collaborations with community partners, school heads can strengthen the connection between the school and its stakeholders, which is vital for promoting a high-quality education.

The table shows that the school administrators' leadership skills in fostering parental involvement and community partnerships are all rated as "Very High" across the various indicators. For instance, "Establishes school and family partnerships that promote student peak performance" received a weighted mean of 3.58, demonstrating the administrators' efforts in ensuring that parents play a critical role in supporting their children's academic success. Similarly, "Organizes programs that involve parents and other school stakeholders to promote learning" (3.54) reflects the administrators' commitment to creating events and initiatives that bring families and the wider community into the educational process. Additionally, indicators such as "Conducts dialogues for a training of teachers, learners, parents on the welfare and improves performance of learners" (3.53) and "Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners' projects exhibits, fairs, etc." (3.47) illustrate the efforts made by school leaders to engage multiple stakeholders in dialogues and events aimed at enhancing the school's profile and improving student outcomes. All of these indicators reflect a very high level of commitment from the school heads in establishing strong partnerships that directly impact students' academic performance.

The results implied that school administrators who prioritize building partnerships with parents and the broader community significantly enhance teacher performance and student achievement. By establishing clear channels for communication, organizing programs to involve parents, and collaborating with external organizations, school leaders create a supportive environment that encourages active participation from all stakeholders. This not only helps improve the quality of education but also reinforces the collective responsibility of the school community in fostering student success. Moreover, the involvement of parents in school activities and decision-making processes ensures that the educational needs of students are met in a more holistic manner, leading to improved academic outcomes.

Table 6
Administrative and School Leadership Skills of School Administrators in terms of School Management and Operations

I. School Management and Operations	Weighted Mean	Interpretation
1. Manages the implementation, monitoring and review of the SIP/AIP and other action plans Establishes and maintains specific programs to meet needs of identified target groups; takes the lead in the design of a school plant facilities improvement plan in consultation with an expert	3.58	Very High

2. Establishes and maintains specific programs to meet needs of identified target groups; takes the lead in the design of a school plant facilities improvement plan in consultation with an expert.	3.54	Very High
3. Allocates/ prioritizes funds for improvement and maintenance of school physical facilities and equipment	3.53	Very High
4. Oversees school operations and care and use of school facilities according to set guidelines	3.42	Very High
5. Institutionalizes best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	3.41	Very High
6. Prepares a financial management plan; develops a school budget which is consistent with SIP/AIP Generates and mobilizes financial resources	3.48	Very High
7. Manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines	3.52	Very High
8. Accepts donations, gifts, bequest and grants in accordance with R.A 9155	3.52	Very High
9. Manages a process for the registration, maintenance and replacement of school assets and dispositions of non- reusable properties	3.40	Very High
10. Organizes a procurement committee and ensures that the official procurement process is followed	3.55	Very High
11. Utilizes funds for approved school programs and projects as reflected in SIP/AIP; monitors utilization, recording and reporting of funds	3.50	Very High
12. Accounts for school fund; and prepares financial reports and submits/ communicates the same to higher education authorities and other educational partners	3.55	Very High
13. Applies Information Technology (IT) plans for online communication	3.50	Very High
14. Uses IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)	3.56	Very High
15. Uses IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines	3.50	Very High
16. Shares with other school heads the school experience in the use of new technology.	3.50	Very High
Weighted Mean	3.50	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

The table 6 titled "Administrative and School Leadership Skills of School Administrators in terms of School Management and Operations" presents various leadership skills required for effectively managing school resources and operations. The indicators reflect the extent to which school heads are involved in overseeing the day-to-day running of school activities, including managing financial resources, maintaining school facilities, and ensuring the safe and efficient operation of school systems. School management and operations are critical to creating a conducive learning environment, and these leadership skills are essential for achieving operational efficiency and ensuring that resources are utilized effectively.

The table reveals that school administrators scored "Very High" across all the indicators related to school management and operations. For instance, "Manages the implementation, monitoring and review of the SIP/AIP and other action plans" achieved a weighted mean of 3.58, indicating that administrators are highly effective in leading the strategic planning process and ensuring the successful implementation of school improvement plans. Similarly, "Allocates/prioritizes funds for improvement and maintenance of school physical facilities and equipment" scored 3.53, reflecting a high level of competence in managing school resources for facility development and maintenance. Other indicators such as "Prepares a financial management plan" (3.48) and "Manages school resources in accordance with DepEd policies" (3.52) emphasize the administrators' focus on adhering to financial guidelines and utilizing resources

effectively. Additionally, indicators like "Uses IT to facilitate the operationalization of the school management system" (3.56) demonstrate the importance of integrating technology to streamline administrative processes. Overall, the results show that school administrators possess a very high level of skill in managing school operations and ensuring that resources are effectively allocated and utilized to support educational goals.

The results implied that effective school management and operations are directly linked to the administrative and instructional leadership skills of school administrators. A well-managed school environment ensures that the physical, financial, and human resources are optimally used to improve educational outcomes. The high ratings in the indicators suggest that school heads are adept at aligning school management practices with the broader goals of improving student performance and teacher effectiveness. By effectively managing resources and operations, school administrators create an environment where both teachers and students can thrive. The use of technology to facilitate school management further reflects the administrators' commitment to enhancing operational efficiency and ensuring that resources are easily accessible for both teachers and students.

Table 7

Administrative and School Leadership Skills of School Administrators in terms of Personnel and Professional Attributes and interpersonal Effectiveness

I. Personnel and Professional Attributes and interpersonal Effectiveness	Weighted Mean	Interpretation
1. Manifests genuine enthusiasm and pride in the nobility of the teaching profession	3.51	Very High
2. Observes and demonstrates desirable personal and professional (RA 6713 and Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times	3.54	Very High
3. Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholder Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service Maintains good reputation with respect to financial matters such as the settlement of his/her debts, loans and other financial affairs	3.51	Very High
4. Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.51	Very High
5. Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	3.52	Very High
6. Communicates effectively to staff and other stakeholders in both oral and written forms	3.50	Very High
7. Listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.	3.54	Very High
8. Interacts appropriately with a variety of audiences and demonstrates ability to empathize with others.	3.52	Very High
9. Observes award system and a system of assistance for teachers staff to sustain integrity, honesty and fairness in school practices	3.54	Very High
10. Demonstrates integrity, honesty and fairness all his/her dealings and transactions and makes individuals accountable for their actions.	3.55	Very High
11. Mobilizes teachers/staff in sustaining a project.	3.54	Very High
12. Maintains an open, positive and encouraging attitude toward change.	3.45	Very High
13. Assists teachers in identifying strength and growth areas through monitoring and observation	3.42	Very High
14. Introduces innovations in the school program to achieve higher learning outcomes	3.45	Very High

15. Monitors and evaluates the implementation of change programs included in SIP/AIP	3.45	Very High
16. Observes and applies multi-tasking in giving assignments	3.55	Very High
17. Advocates and executes plans for changes including culture change in the workplace	3.45	Very High
18. Empowers teachers and personnel to identify, initiate and manage changes.	3.40	Very High
Weighted Mean	3.50	Very High

Legend: 3.26- 4.00 – Very High
 2.51-3.25 – High
 1.76- 2.50- Low
 1.00-1.75- Very Low

The table 7 titled "Administrative and School Leadership Skills of School Administrators in terms of Personnel and Professional Attributes and Interpersonal Effectiveness" highlights the significance of the personal qualities, professional attributes, and interpersonal skills that school administrators need to effectively manage their relationships with various stakeholders. It focuses on qualities such as integrity, dedication, communication, and the ability to foster a positive and professional school environment. The skills listed in the table are essential for school administrators to create a healthy, collaborative, and productive working atmosphere, which, in turn, influences teacher performance and school success.

The table shows that school administrators consistently scored "Very High" on all indicators, reflecting their strong proficiency in personnel management and interpersonal effectiveness. For example, "Manifests genuine enthusiasm and pride in the nobility of the teaching profession" received a weighted mean of 3.51, demonstrating the high level of commitment school leaders have to their role and their ability to inspire the same commitment among teachers. Similarly, "Observes and demonstrates desirable personal and professional behaviors like respect, honesty, dedication, patriotism, and genuine concern for others at all times" achieved a weighted mean of 3.54, showing that school administrators maintain strong ethical standards in their personal and professional conduct. Additionally, indicators such as "Develops programs and projects for continuing personal and professional development" (3.52) and "Mobilizes teachers/staff in sustaining a project" (3.54) highlight the administrators' focus on fostering ongoing professional growth and collaboration among teachers. "Demonstrates integrity, honesty, and fairness in all dealings" (3.55) points to the high ethical standards that administrators uphold in their interactions with others. These results suggest that school leaders possess not only the technical skills necessary for administrative tasks but also the personal and interpersonal qualities that contribute to effective leadership.

The results implied that school administrators' strong interpersonal and professional attributes are fundamental in creating a positive and supportive school culture. When administrators model positive behaviors such as integrity, fairness, and respect, they set a standard for teachers and staff to follow, fostering a climate of trust and collaboration. These qualities are crucial in managing change, promoting professional development, and supporting teachers in their roles. Furthermore, the ability of administrators to communicate effectively, listen to concerns, and respond empathetically to various stakeholders strengthens relationships within the school community. These leadership skills contribute to a more cohesive and motivated teaching staff, which ultimately leads to better teacher performance and improved student outcomes.

Table 8
Performance of School Head Based on Opcrf

A.	Indicators	Weighted Mean	Interpretation
1	School Planning & Implementation	4.30	Very Satisfactory
2	Research & Innovation	3.80	Outstanding
3	Learner's Voice	4.0	Outstanding
4	Records Management	3.78	Outstanding
5	Financial Management	4.2	Outstanding
6	School facilities & equipment	3.7	Outstanding
7	Management of Staff	3.6	Outstanding
8	Emerging Opportunities & Challenges	3.9	Outstanding
9	School Based Review Contextualization & Implementation	4.0	Outstanding
10	Teaching Standards & pedagogies	4.3	Satisfactory
11	Learner Achievement & Other Performance Indicator	4.4	Outstanding
12	Learning Assessment	3.5	Outstanding
13	Professional Reflections	4.5	Outstanding
14	Professional Networks	4.0	Outstanding
15	Performance Management	4.2	Outstanding
16	Learning & Development of School Personnel	4.2	Outstanding
17	Community Engagement	4.5	Outstanding
18	Attendance to Orientation Activities	4.0	Outstanding
19	Received Logs & Acted Upon Communications	4.0	Outstanding
20	Participated Actively in other Government Committees	4.0	Outstanding
	AVERAGE	4.04	Outstanding

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

The table 8 titled "Performance of School Head Based on OPCRF" evaluates the performance of school heads in the Philippines using the Organizational Performance and Competency Rating Framework (OPCRF). It provides a comprehensive overview of various key performance indicators (KPIs) aligned with school leadership functions, which include aspects of school planning, financial management, learner achievement, community engagement, and staff management. Each of these indicators is assessed with a weighted mean, which offers an in-depth look into how well school heads are meeting the expectations and challenges of their administrative roles.

The table reveals that school heads have performed exceptionally well across multiple dimensions, with an average weighted mean of 4.04, which is classified as "Outstanding." This score reflects that, overall, school heads are highly effective in their leadership and management roles. Notable areas with "Outstanding" ratings include "School Planning

& Implementation" (4.30), "Learner Achievement & Other Performance Indicators" (4.4), and "Community Engagement" (4.5). These areas are critical in fostering a strong learning environment, and the high ratings indicate that school heads excel at implementing strategic plans, achieving positive learner outcomes, and actively engaging with the community. Furthermore, other performance indicators such as "Professional Reflections" (4.5) and "Performance Management" (4.2) highlight the school heads' commitment to continuous self-improvement and effective staff management. Although most indicators achieved "Outstanding" ratings, the areas of "School facilities & equipment" (3.7) and "Management of Staff" (3.6) received "Very Satisfactory" scores, suggesting that there may be some room for further improvement in these areas.

The results implied that school heads in the Philippines demonstrate exceptional leadership skills across a wide range of administrative functions, with particular strengths in areas related to learner outcomes, professional development, and community involvement. The high ratings in "Community Engagement" (4.5) and "Professional Reflections" (4.5) suggest that school leaders are not only managing their schools efficiently but also actively fostering a supportive and participatory school culture. These leaders are also reflecting on their practices, seeking professional growth, and maintaining robust networks that benefit the entire school community. On the other hand, the lower ratings in facilities and staff management may point to challenges in resource allocation or human resource development, which could be areas to focus on for future improvement.

Table 9
IPCRF of the teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Content Knowledge and Pedagogy	4.35	Outstanding
2	Learning Environment and Diversity of Learners	4.40	Outstanding
3	Curriculum and Planning, Reporting and Assessment	4.34	Outstanding
4	Community Linkages & Professional Engagement	4.36	Outstanding
5	Plus Factor	4.30	Outstanding
	AVERAGE	4.35	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 table 9 titled "IPCRF of the Teachers" presents the performance indicators of teachers in the Philippine educational system, as measured by the Individual Performance Commitment and Review Form (IPCRF). This tool is used to assess teachers' competencies and performance in critical areas such as content knowledge, pedagogy, learning environment, curriculum planning, community engagement, and professional development. The indicators listed in the table provide an in-depth look at how teachers are performing in their instructional and professional roles, with each performance indicator being evaluated with a weighted mean and an interpretation based on the IPCRF scoring system.

The table reveals that teachers have demonstrated exceptional performance across all the key indicators, with an overall average weighted mean of 4.35, which is categorized as "Outstanding." This score reflects a high level of proficiency in the areas assessed. For instance, "Learning Environment and Diversity of Learners" received the highest rating of 4.40, showcasing the teachers' effectiveness in managing diverse classrooms and creating inclusive learning

environments. "Community Linkages & Professional Engagement" also earned a strong rating of 4.36, reflecting teachers' active involvement in school and community development. Additionally, "Content Knowledge and Pedagogy" (4.35) and "Curriculum and Planning, Reporting and Assessment" (4.34) further highlight the teachers' strong expertise in their subject areas and their ability to deliver effective lessons. Even the "Plus Factor" (4.30) received an outstanding rating, indicating that teachers are going above and beyond in their professional responsibilities. These ratings suggest that teachers are excelling in the areas critical to student success, and their performance aligns with high standards in education.

The results implied that teachers in the Philippine setting are highly competent and effective in their instructional and professional roles, as evidenced by their "Outstanding" performance across the various IPCRF indicators. The high ratings in areas like "Learning Environment and Diversity of Learners" and "Community Linkages & Professional Engagement" suggest that teachers are not only knowledgeable in their subject matter but are also committed to creating inclusive, supportive, and dynamic learning environments. The teachers' ability to engage with the community and participate in professional development further reflects their dedication to continuous improvement. These findings indicate a strong relationship between teachers' administrative and instructional skills and their overall effectiveness in the classroom, positively impacting student outcomes.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Administrative Skills VS OPCR	0.61	1.421	0.621	Reject Ho	Significant Relationship (MODERATE)
Instructional Leadership VS IPCRF	0.64	1.563	0.621	Reject Ho	Significant Relationship (MODERATE)

The table 10 titled "Test of Relationship" presents the results of a statistical analysis aimed at determining the relationship between school heads' administrative and instructional leadership skills and the performance of teachers, as measured by the OPCR (Individual Performance Commitment and Review Form) and IPCRF (Individual Performance Commitment and Review Form for Teachers), respectively. The test uses the correlation coefficient (r) to measure the strength and direction of the relationship between these variables. Additionally, the computed values are compared to table values at a 0.05 significance level to determine whether the null hypothesis (Ho) can be rejected. The table suggests a moderate, significant relationship between administrative skills and OPCR, as well as instructional leadership and IPCRF, with both relationships being significant at the specified level.

The table reveals that the correlation between administrative skills and the OPCR is 0.61, which falls under the "moderate" range, and the computed value of 1.421 exceeds the table value of 0.621, leading to the rejection of the null hypothesis (Ho). This signifies that there is a significant relationship between the school head's administrative skills and the performance of teachers, as reflected in their OPCR ratings. Similarly, the correlation between instructional leadership skills and the IPCRF is 0.64, which is also considered a "moderate" correlation. The computed value of 1.563 surpasses the table value of 0.621, leading to the rejection of the null hypothesis and confirming a significant relationship between instructional leadership and teacher performance. Both relationships, therefore, indicate that the leadership skills of school heads are closely tied to the performance outcomes of teachers in their schools.

The results implied that the administrative and instructional leadership skills of school heads have a significant and moderate positive impact on teacher performance. Specifically, school heads who demonstrate strong administrative and instructional leadership are likely to foster improved performance among teachers, as measured by their OPCR and IPCRF evaluations. The moderate correlation suggests that while leadership skills play a crucial role in enhancing teacher

performance, other factors may also contribute to the overall outcomes. This highlights the importance of ongoing professional development for school heads and a focus on improving leadership skills to further elevate the quality of education within schools.

IV. CONCLUSION

Based on the results of this study, it is evident that there is a moderate yet significant relationship between the school head's administrative and instructional leadership skills and the performance of teachers, as reflected in the OPCR and IPCRF. The findings suggest that strong leadership skills are directly linked to improved teacher performance, which emphasizes the importance of effective leadership in the educational environment. However, the results also imply that while leadership is a key factor, other elements may influence teacher performance. This highlights the need for continuous professional development for school heads to further enhance their leadership abilities, ultimately contributing to the overall improvement of school performance and educational outcomes.

V. RECOMMENDATIONS

1. The Instructional Supervisory Plan should be strategically implemented.
2. Teachers should focus on developing a deeper understanding of how school heads' administrative and instructional leadership impacts their teaching practices and overall performance. They should proactively seek feedback from school heads and collaborate with colleagues to enhance teaching strategies that align with the leadership vision.
3. School heads should focus on continuously improving both their administrative and instructional leadership skills through regular training and exposure to current trends in education. They must ensure they effectively communicate their vision and goals to the teachers and involve them in decision-making processes.
4. The Public School District Supervisor should provide continuous guidance and support to school heads by offering professional development programs specifically aimed at enhancing leadership and management skills.
5. The Education Program Supervisor should focus on ensuring that school heads receive targeted training that equips them with the necessary skills to lead instructional programs effectively. This training should include a focus on data-driven decision-making and the application of best instructional practices.
6. Stakeholders, including local government units, non-government organizations, and the wider community, should actively support initiatives that enhance school leadership and teacher performance. This includes contributing to the funding of leadership development programs, sponsoring professional learning communities, and encouraging active involvement in school governance.
7. Researchers should continue to explore the significant relationship between school leadership and teacher performance, expanding the scope of studies to include different school settings, grade levels, and school types. It is recommended that future research focus on the specific mechanisms through which administrative and instructional leadership directly influences teacher performance, examining variables such as teacher motivation, school climate, and teacher satisfaction.
8. Future researchers are encouraged to investigate the longitudinal effects of school head leadership skills on teacher performance and the long-term outcomes for students. A deeper analysis into the factors that mediate the relationship between school leadership and teacher performance, such as professional development, teacher autonomy, and collaborative teaching environments, would also be valuable.

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;

Mr. Estelito D. Balmoria Schools District Supervisor, for giving permission to conduct the study in Omaganhan Elementary School, and Catmon Elementary School, Tabango North District.

To the respondents of Omaganhan Elementary School and Catmon Elementary School teachers, 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] Hernandez, R., & Kim, S. (2019). Supervisory leadership styles of school heads and their impact on the performance of teachers and students in Physical Science. *Educational Administration Quarterly*, 41(2), 189-205.
- [3] Reyes, J. R. (2016). Relationship between leadership styles of school administrators and teacher job satisfaction in selected private high schools in Metro Manila, Philippines.
- [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**JONALIN R. PUROG**

The author is born on June 15, 1972 at Otabon, Poblacion, Tabango, Leyte, Philippines. She finished with flying colours her Bachelor's degree in Elementary Education at Cebu Roosevelt Memorial Colleges, Bogu, Cebu. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Head Teacher III in the Department of Education at Omaganhan Elementary School at Barangay Omaganhan, Tabango, Leyte, Philippines. She is a coordinator in two school organizations for learners namely, Araling Panlipunan and Kindergarten. She believes that supervising the young is the foundation of understanding how to supervise the old.