Administrative and Instructional Leadership Skills of School Administrators and Performance of Elementary Teachers

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Abstract. This study determined the significant relationship between the Administrative and Instructional Leadership Skills of School Administrators and performance of elementary school teachers. A proposed enhancement plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to examine the connection between the performance of elementary school teachers and the school administrator's administrative and instructional leadership skills. This design allowed for a systematic evaluation of both variables, facilitating the investigation of any potential correlations between them. The study aimed to clarify the relationship between school administrators' administrative and instructional leadership styles and the performance and instructional supervisory abilities of elementary school teachers. The test of relationship between various administrative and instructional leadership skills of school administrators and the performance of elementary school teachers based on classroom observation tool (COT) ratings. The table shows the computed correlation coefficient (r) values between each leadership skill and the COT performance, alongside the corresponding t-values and table values at the 0.05 significance level. All the relationships between the leadership skills and teacher performance were found to be statistically significant, with all computed values surpassing the critical t-values. The decision on the null hypothesis (Ho) indicates that the null hypothesis is rejected in every case, confirming the presence of a very strong and significant relationship between school leadership skills and teacher performance. The table reveals that the relationships between various school leadership skills and teacher performance are all very strong. Specifically, the "School Leadership" skill had a correlation coefficient while "Instructional Leadership" and "Creating a Student-Centered Learning Climate" both had correlation coefficients indicating very strong positive relationships with COT performance. Additionally, "Human Resources Management and Development," "Parents and Involvement and Community Partnership," "School Management and Operations," and "Personnel and Professional Attributes and Interpersonal Effectiveness" all showed similarly high correlation values suggesting that these leadership skills significantly impact the effectiveness of teachers in the classroom. The consistency across all these indicators indicates that school administrators' leadership skills in various areas have a profound influence on the overall performance of teachers, fostering a conducive and effective learning environment. The results implied that the strong and significant relationships between the administrative and instructional leadership skills of school administrators and teacher performance suggest that effective leadership in areas such as instructional guidance, student-centered learning, human resources management, and community engagement plays a crucial role in improving the quality of teaching. This finding highlights the importance of school leaders demonstrating competencies in these areas to create a positive impact on teachers' effectiveness. The very strong relationships observed in the study suggest that when school leaders are equipped with the necessary skills and abilities, teachers are better able to perform in the classroom, ultimately leading to enhanced student outcomes.

I.   INTRODUCTION

School administrators play a more strategic leadership role that has a direct impact on student learning outcomes than just general management. Teachers can be guided more successfully by administrators who possess a clear vision and the capacity to set realistic, achievable goals. It is essential to have skills in performance evaluation, policy execution, and resource allocation. A principal who skillfully handles financial restrictions while still giving teachers the resources they need, for instance, exemplifies both strategic thinking and realistic problem-solving. In addition to improving teacher effectiveness, this kind of leadership makes ensuring that learning environments for students are maintained in schools.

School Administrators who seemed willing to be available for forums of open discussion created an atmosphere of close communication. The teachers at this school pursued feedback and made it a point to have their input heard. Including teachers in decision making, particularly around curriculum, instructional strategies and school policies created a culture of ownership that the systems were suitable as they would be implemented by the people who had helped design them. Anecdotally, he has seen the way in which administration skills can make-or-break teacher morale. His own time as a school head showed us the powers of good leadership; administrator who listened and made real changes, supportive environments make harnessing collaboration. Simple acts of gratitude, like commendation for accomplishments or recognition for a job well done showing employees their work is valued. Creating possibilities for personal growth which play a big part in improving morale around the workplace. In reverse, He realize the impact of poor administrative function as well. This led to the feeling that administrators were disconnected, lacked understanding or just cared more about their own agenda than what teachers really needed.

The GIYA Tools provide otherwise accessible information about the relationship between administrative tasks and teacher morale from a professional opinion and knowledge or insight on an issue. Core competency scales offer a set of tools to measure and elevate teachers' performance across areas like work effectiveness, communication quality and job satisfaction. Through the GIYA Tools which help in analyzing communication patterns within the teachers and school head identify what is working or lacking. Such information enables administrators to refine their communication strategies so that teachers are provided with clear, up-to-date messages about the observations of the school head in their classes.

Through the GIYA Tools, admins can assess their leadership strengths and challenges to develop a roadmap for development. Working on your soft skills enables administrators to effectively promote a good working environment through norms and values centered around communication, delegation and conflict resolution. The GIYA Tools can be used to determine teacher engagement and related mobilizer of job satisfaction. The findings can be used to design interventions and initiatives that directly target areas of need such as workload, professional development or recognition.

Leaders that are communicative and empathic foster helpful settings, in my opinion. Success in education is fueled by professional, competent, and strategic administrators. But in order to maximize teacher effectiveness, issues like juggling a lot of duties and the possibility of having misaligned goals need to be addressed. Through a commitment to great leadership and tackling these issues, school administrators can make a substantial improvement in teacher performance as well as overall school effectiveness. Thus, this is one of the reasons why the researcher is trying to pursue his study in finding some of the causes on the low performance of teachers as well as to help them improve their teaching skills.

This study determined the significant relationship between the Administrative and Instructional Leadership Skills of School Administrators and performance of Elementary teachers. 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 Administrative and Instructional Leadership Skills of School Administrator in terms of the following:
    1.1   School Leadership;
    1.2   Instructional Leadership;

1.3   Creating a Student-Centered Learning Climate;

1.4   Human Resource Management and Professional Development;

1.5   (Parents and Involvement and Community Partnership) has a strand on parental involvement;

1.6   School Management and Operations; and

1.7   Personnel and Professional Attributes and interpersonal Effectiveness?

2.   What is the performance of the Elementary School Teachers based on Classroom Observation Tool?

3.   Is there a significant relationship between the Instructional Administrative and Instructional Leadership Skills and performance of the Elementary School teachers in terms of COT?

4.   What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the Instructional Administrative and Instructional Leadership Skills and performance of the Elementary School teachers in terms of COT.

II.   METHODOLOGY

Design. A descriptive-correlational design was used in this study to examine the connection between the performance of elementary school teachers and the school administrator's administrative and instructional leadership skills. This design allowed for a systematic evaluation of both variables, facilitating the investigation of any potential correlations between them. The study aimed to clarify the relationship between school administrators' administrative and instructional leadership styles and the performance and instructional supervisory abilities of elementary school teachers. The main local of the study in Catmon Elementary School in the Division of Leyte. The respondents of the study were the School Head (1) and Elementary Teachers (15) in Catmon Elementary School in the Schools Division of Leyte. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge School Administrator' level of instructional supervisory skills and another to gauge Teacher Performance based on the COT respectively. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the School Head (1) and Elementary Teachers (15) in Catmon Elementary School in the Schools Division of Leyte 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 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 and School Principal, under whose care the respondents were. The researcher distributed the survey questionnaires to the School Administrator, to be answered by the elementary school teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The data was 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 Simple Percentage and weighted mean was employed to determine the extent of Instructional Leadership Skills of School Administrator and Performance of teachers in terms in GIYA.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the extent of Instructional Leadership Skills of School Administrator and Performance of teachers in terms in COT.

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

Table I presents the Administrative and School Leadership Skills of School Administrators, specifically focusing on their ability to lead within the school context. The table outlines several indicators related to leadership practices, including establishing baseline data for performance, involving stakeholders in planning, resolving problems effectively, setting high expectations, and ensuring proper allocation of resources. Each of these indicators received a "Very High" rating, with weighted means ranging from 3.60 to 3.77. These results suggest that school administrators are highly effective in their roles, demonstrating strong leadership qualities that contribute to the overall success of the school environment.

Table 1 results shows that school administrators exhibit a very high level of administrative and instructional leadership skills. These skills are particularly evident in areas such as utilizing data for decision-making, involving stakeholders in the development of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), and ensuring effective problem-solving at the school level. The ability to set high expectations and provide opportunities for growth and development further highlights the importance of leadership in fostering a productive and collaborative school environment. Additionally, administrators' focus on feedback, monitoring, and evaluation strengthens the school's capacity to adapt and respond to challenges effectively. This demonstrates a clear relationship between the leadership practices of school administrators and the overall performance of the school.

The results in table 3 implied that the strong school leadership positively impacts various aspects of school functioning. School heads who demonstrate high levels of leadership skills in areas like problem-solving, strategic planning, and stakeholder involvement are likely to foster a supportive environment for teachers. These leaders can drive improvements in teaching quality and student outcomes. Moreover, the ability to provide feedback and ensure resource allocation helps in maximizing the performance of both educators and students. This underscores the importance of investing in leadership training and development for school heads, as their performance directly influences the performance of teachers and the overall educational experience.

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	3.64	Very High
2. Ensures utilization of a range of assessment processes to assess students" performance	3.67	Very High
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies	3.64	Very High
4. Utilizes assessment results to improve learning	3.73	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	3.60	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	3.60	Very High
7. Develops a culture of functional literacy.	3.60	Very High
8. Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	3.72	Very High
9. Works with teachers in curriculum review	3.71	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	3.70	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.	3.72	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

Table 2 presents the Administrative and School Leadership Skills of School Administrators in terms of Instructional Leadership, highlighting key aspects such as managing student achievement, assessing curricular effectiveness, utilizing assessment results to improve learning, and creating a school-wide culture of academic progress. All indicators received "Very High" ratings, with weighted means ranging from 3.60 to 3.73. These results reflect the significant role that school administrators play in shaping instructional practices and ensuring that students are supported in their academic development. The high ratings also emphasize the proficiency of school heads in fostering an environment that prioritizes effective teaching and learning processes.

A closer look at the table demonstrates that school administrators are highly effective in their instructional leadership roles. They manage a range of assessment processes to monitor student performance, ensure the implementation of curricular initiatives, and collaborate with teachers to address curriculum deficiencies and sustain successful practices. School heads are also instrumental in providing feedback to teachers, offering technical assistance, and evaluating instructional strategies to ensure that learning goals are being met. Furthermore, administrators are committed to enriching the curriculum based on local needs and promoting the use of technology in educational innovation. This indicates that school leaders are not only capable of managing instructional programs but also actively work towards continuous improvement in teaching practices to enhance student achievement.

The results implied that strong instructional leadership by school administrators significantly influences both the academic performance of students and the overall quality of teaching. School leaders who prioritize monitoring student achievement, utilizing assessment results, and fostering collaboration among teachers create an environment that is conducive to effective learning.

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	3.45	Very High
2. Creates an engaging learning environment	3.70	Very High
3. Supports learners desire to pursue further learning	3.60	Very High
4. Participates in the management of learner behavior within the school and other school related activities done outside the school	3.73	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	3.80	Very High
6. Provides environment that promotes the use of technology among learners and teachers	3.75	Very High
Weighted Mean	**3.63**	**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

Table 3 displays the evaluation of school administrators' administrative and leadership skills, specifically in creating a student-centered learning climate. The table highlights the results of various indicators related to fostering a positive and conducive learning environment. These include setting high academic and social expectations, creating engaging learning spaces, supporting learners' desire for further learning, managing student behavior both within and outside the school, recognizing high-performing students and teachers, ensuring safety, and promoting the use of technology. All of these indicators received a "Very High" rating, with a weighted mean of 3.63, demonstrating the effective leadership skills of school administrators in creating an environment that centers on student needs and development.

The table presents a comprehensive view of school administrators' leadership skills, breaking down their ability to create a student-centered climate through various key indicators. First, school administrators are seen to establish and model high social and academic expectations for all students, receiving a weighted mean of 3.45, interpreted as "Very High." This sets the tone for academic excellence and social growth within the school. The administrators also excel at creating engaging learning environments (3.70) and supporting students' desire for continued learning (3.60). These factors are vital in fostering an environment where students are motivated to succeed. Furthermore, they are actively involved in managing student behavior within the school and its activities, as indicated by a score of 3.73, which further supports a positive learning atmosphere. The school administrators also prioritize recognizing high-performing students, teachers, and supportive parents, alongside creating a safe and nurturing environment with a rating of 3.80, the highest score in this set. Finally, they promote the use of technology in the learning process, with a score of 3.75, reflecting their commitment to integrating modern tools to enhance educational experiences. The weighted mean of 3.63 confirms that the leadership skills of these administrators are perceived as highly effective in creating a student-centered learning climate.

The results implied that effective school leadership in the creation of a student-centered learning climate significantly contributes to both student and teacher performance. School administrators who model high academic expectations, foster engaging learning environments, and recognize achievements encourage a positive educational experience. Their active involvement in managing behavior, ensuring safety, and promoting technology use not only enhances student learning but also provides teachers with the necessary support to succeed. These leadership qualities are key to developing a school culture that values collaboration, growth, and student-centered education.

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	3.65	Very High
2. Assesses and analyzes the needs and interests of teachers and other school	3.66	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	3.75	Very High
4. Recognizes potential of staff and provides opportunities for professional development	3.80	Very High
5. Ensures that the objectives of the school development plan are supported with resources for training and development programs	3.55	Very High
6. Prepares, implements, and monitors school-based INSET for all teaching staff based IPPD"s Monitors and evaluates school-based INSETs.	3.75	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.	3.70	
8. Assists teachers and staff in setting and resetting performance goals	3.65	
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	3.50	
10. Creates a functional school-based performance appraisal committee	3.70	
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

Table 4 presents the evaluation of school administrators' skills in human resources management and development. The indicators listed in the table assess how effectively school leaders build and manage the workforce within the educational environment. These skills include building a community of learners among teachers, assessing and addressing the needs of school personnel, ensuring the alignment of the school's professional development plans with individual needs, and facilitating the recruitment, selection, and training of staff. With a weighted mean of 3.67, the results indicate that school administrators demonstrate very high effectiveness in managing human resources within their schools.

The table shows that school administrators excel in multiple aspects of human resources management and development. For example, they are highly skilled at building a community of learners among teachers, with a weighted mean of 3.65, reflecting a "Very High" interpretation. They also demonstrate strong abilities in assessing and analyzing the needs and interests of teachers and other staff, as seen with a score of 3.66. One of the strongest indicators, receiving the highest score of 3.80, is their capacity to recognize the potential of staff and provide opportunities for professional development. This is further supported by their efforts to ensure that the School Plan for Professional Development (SPPD) is aligned with the Individual Professional Development Plans (IPPDs) of staff and the needs identified in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). Another crucial element is their success in preparing, implementing, and monitoring school-based in-service training (INSET) programs, which also received a very high rating of 3.75.

The results implied that school administrators who excel in human resources management and development contribute significantly to the overall performance and development of their teaching staff. By focusing on professional growth opportunities, actively supporting teacher development, and effectively managing teacher performance, these administrators create a positive work environment that fosters enhanced teaching and learning. The effective management of human resources, through initiatives like professional development and performance appraisal systems, also ensures that school staff are well-equipped to meet educational goals and standards. This, in turn, positively impacts student outcomes, as teachers are better prepared to address the needs of their 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	3.78	Very High
2. Organizes programs that involve parents and other school stakeholders to promote learning	3.84	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	3.63	Very High
4. Establishes sustainable linkages/partnership with other sector, agencies and NGOs through MOA/MOU or using Adopt-a- School Program policies	3.47	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	3.57	Very High
6. Participates actively in community affairs	3.68	Very High
Weighted Mean	**3.66**	**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

Table 5 outlines the administrative and leadership skills of school administrators with regard to engaging parents and fostering community partnerships. The table measures the effectiveness of school leaders in establishing relationships with families and communities to support student performance. Key indicators include organizing programs that involve parents, conducting dialogues with stakeholders to improve student welfare, establishing sustainable linkages with other sectors, and promoting the image of the school through various community events. With an overall weighted mean of 3.66, the table indicates that school administrators demonstrate very high skills in engaging parents and the broader community in educational initiatives.

The table provides detailed results across various indicators, all of which show very high levels of effectiveness in fostering partnerships with parents and the community. For instance, the highest rating of 3.84 was given to the administrators' ability to organize programs that involve parents and other stakeholders to promote learning. This emphasizes the importance of inclusive programs and the collaboration between school and family. Another notable indicator is the administration's active participation in community affairs, which earned a score of 3.68. This highlights the administrators' commitment to not just school-related activities but also community engagement. The establishment of school and family partnerships, which earned a weighted mean of 3.78, demonstrates that administrators are highly effective in fostering an environment where families are integral to student achievement. The formation of sustainable partnerships with external organizations, represented by a score of 3.47, also showcases the administrators' proactive approach in building long-term relationships with external sectors to enhance educational opportunities.

The results implied that school administrators who excel in creating effective partnerships with parents and the community contribute significantly to the overall development of the school. By actively involving parents in learning programs and maintaining strong connections with the community, school leaders not only improve student performance but also create an environment where education is a shared responsibility between the school and its stakeholders. These relationships play a crucial role in fostering a positive school culture, improving resource availability, and promoting the welfare of students through collaborative efforts.

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	3.78	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.	3.84	Very High
3. Allocates/ prioritizes funds for improvement and maintenance of school physical facilities and equipment	3.63	Very High
4. Oversees school operations and care and use of school facilities according to set guidelines	3.47	Very High
5. Institutionalizes best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	3.57	Very High

6. Prepares a financial management plan; develops a school budget which is consistent with SIP/AIP Generates and mobilizes financial resources	3.68	Very High
7. Manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines	3.72	Very High
8. Accepts donations, gifts, bequest and grants in accordance with R.A 9155	3.62	Very High
9. Manages a process for the registration, maintenance and replacement of school assets and dispositions of non- reusable properties	3.60	Very High
10. Organizes a procurement committee and ensures that the official procurement process is followed	3.65	Very High
11. Utilizes funds for approved school programs and projects as reflected in SIP/AIP; monitors utilization, recording and reporting of funds	3.70	Very High
12. Accounts for school fund; and prepares financial reports and submits/ communicates the same to higher education authorities and other educational partners	3.75	Very High
13. Applies Information Technology (IT) plans for online communication	3.60	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	3.60	Very High
16. Shares with other school heads the school experience in the use of new technology.	3.80	Very High
Weighted Mean	**3.66**	**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

Table 6 presents the administrative and leadership skills of school administrators in the domain of school management and operations. This table highlights the various aspects of school leadership, specifically focusing on the management of resources, planning, implementation, and oversight of school activities. The indicators cover a range of functions, including the monitoring of the School Improvement Plan (SIP), resource allocation, financial management, the management of physical facilities, and the use of technology in school operations. With an overall weighted mean of 3.66, the table reflects that school administrators demonstrate very high capabilities in effectively managing and operating their schools in alignment with set policies and regulations.

In this table show the different ways school administrators are excelling in their management roles. For instance, the highest rated indicator, with a weighted mean of 3.84, is related to the establishment and maintenance of specific

programs aimed at meeting the needs of identified target groups, alongside the leadership in designing a school facilities improvement plan in consultation with experts. This demonstrates administrators' proactive leadership in enhancing physical and operational aspects of the school environment. Additionally, other highly rated indicators such as the management of financial resources (3.75) and the use of information technology (IT) to facilitate school management (3.56-3.80) reflect a high level of efficiency in ensuring smooth school operations. The allocation and prioritization of funds for the improvement and maintenance of school facilities, with a score of 3.63, also indicate that administrators are strategic in utilizing available resources for the development of their schools. Overall, the scores show that school administrators excel in maintaining a safe, secure, and well-managed school environment, promoting an atmosphere conducive to effective teaching and learning.

The results implied that school administrators who demonstrate very high proficiency in school management and operations positively impact their school's ability to provide a conducive learning environment. Their strong focus on effective resource management, financial planning, and facilities improvement ensures that schools are equipped with the necessary infrastructure and materials to support student learning. Furthermore, their ability to integrate information technology into school operations enhances communication and efficiency in school management, further benefiting 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
Manifests genuine enthusiasm and pride in the nobility of the teaching profession	3.71	Very High
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	3.64	Very High
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	3.53	Very High
Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.57	Very High
Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	3.71	Very High
Communicates effectively to staff and other stakeholders in both oral and written forms	3.60	Very High
Listens to stakeholders" needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.	3.65	Very High

Interacts appropriately with a variety of audiences and demonstrates ability to empathize with others.	3.55	Very High
Observes award system and a system of assistance for teachers staff to sustain integrity, honesty and fairness in school practices	3.62	Very High
Demonstrates integrity, honesty and fairness all his/her dealings and transactions and makes individuals accountable for their actions.	3.65	Very High
Mobilizes teachers/staff in sustaining a project.	3.70	Very High
Maintains an open, positive and encouraging attitude toward change.	3.70	Very High
Assists teachers in identifying strength and growth areas through monitoring and observation	3.62	Very High
Introduces innovations in the school program to achieve higher learning outcomes	3.55	Very High
Monitors and evaluates the implementation of change programs included in SIP/AIP	3.65	Very High
Observes and applies multi-tasking in giving assignments	3.55	Very High
Advocates and executes plans for changes including culture change in the workplace	3.45	Very High
Empowers teachers and personnel to identify, initiate and manage changes.	3.60	Very High
Weighted Mean	**3.61**	**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

Table 7 outlines the personnel and professional attributes and interpersonal effectiveness of school administrators, assessing various aspects of their behavior, communication, and relationships within the school environment. The indicators listed in this table emphasize the leadership qualities that school administrators should embody to effectively interact with their stakeholders and promote a positive school culture. The table evaluates skills related to personal values such as integrity, honesty, and professionalism, as well as interpersonal abilities, such as effective communication, empathy, and the ability to manage change. With a weighted mean of 3.61, the results indicate that administrators demonstrate a very high level of professionalism and interpersonal effectiveness, which is essential for fostering a productive and harmonious school environment.

The indicators in this table reflect that school administrators excel in various personnel and professional attributes. For instance, the highest-rated indicators include "Manifests genuine enthusiasm and pride in the nobility of the teaching profession" and "Develops programs and projects for continuing personal and professional development," both receiving a weighted mean of 3.71, indicating a strong commitment to the teaching profession and continuous professional growth. Other indicators, such as "Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents, and other stakeholders" (3.53) and "Observes and applies multi-tasking in giving assignments" (3.55), further highlight administrators' capacity for effective collaboration and handling multiple tasks. Additionally, indicators like "Demonstrates integrity, honesty, and fairness in all dealings and transactions" and "Empowers teachers and personnel to identify, initiate, and manage changes" (both with a weighted mean of 3.60-3.65) show a commitment to ethical leadership and the empowerment of others. These findings emphasize the significance of personal and professional

attributes in building trust, fostering positive relationships, and promoting an environment conducive to growth and learning within schools.

The results implied that school administrators who demonstrate very high levels of professionalism and interpersonal effectiveness are more likely to influence the success of their schools in various ways. Their ability to exhibit integrity, honesty, and fairness in all interactions builds trust among their staff, students, and parents, creating a positive school culture. Moreover, administrators who empower teachers, manage change effectively, and communicate clearly are better positioned to implement innovations and changes that improve teaching and learning outcomes. This suggests that administrators who possess these leadership qualities are essential in ensuring that teachers and staff work cohesively towards common goals, contributing to the overall success and development of the school.

Table 8
Performance Rating of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Applied knowledge and content within and across curriculum learning areas.	4.85	Very Satisfactory
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.40	Very Satisfactory
3	Ensured the positive use of ICT to facilitate the teaching and learning process	4.40	Very Satisfactory
4	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	4.55	Very Satisfactory
5	Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	3.86	Very Satisfactory
6	Applied range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.35	Very Satisfactory
7	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	4.35	Very Satisfactory
8	Planned and delivered teaching strategies that are responsive to the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to arm conflict, urban resettlement or disasters; child abuse and child labor practices	4.30	Very Satisfactory
	AVERAGE	3.77	Very Satisfactory

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

Table 8 presents the performance ratings of teachers based on various performance indicators assessed through a classroom observation tool. The table provides a comprehensive evaluation of teachers' abilities in applying knowledge, utilizing teaching strategies, maintaining supportive learning environments, and adapting their teaching to meet the needs of diverse learners. The indicators are designed to assess teachers' effectiveness in fostering an engaging, inclusive, and productive learning environment, while also promoting academic achievement across different subjects and for students with varying needs. With an average weighted mean of 3.77, the performance of the teachers is interpreted as "Very Satisfactory," indicating that the teachers are performing well in most aspects of their teaching practice.

The table indicates that the teachers' performance is evaluated as very satisfactory across several important teaching indicators. The highest-rated indicators include "Applied knowledge and content within and across curriculum learning areas" (4.85), which reflects the teachers' strong mastery of their subject matter, and "Used a range of teaching strategies that enhance learner achievement in literacy and numeracy" (4.40), which highlights their ability to employ diverse approaches to improve student learning outcomes. Another noteworthy indicator is "Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement," which received a rating of 4.55, demonstrating teachers' ability to communicate effectively with their students. Other indicators such as "Maintained supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate" (3.86) and "Designed, adapted, and implemented teaching strategies that are responsive to learners with disabilities, giftedness, and talents" (4.35) suggest that teachers are successful in creating inclusive classrooms that meet the diverse needs of their students.

The results implied that teachers' performance, as rated through classroom observation, is highly satisfactory, which suggests that they are effectively fulfilling their responsibilities in fostering a conducive learning environment. The very satisfactory ratings across the performance indicators suggest that teachers are skilled in applying their subject knowledge, adapting their teaching strategies to cater to diverse learners, and using effective communication techniques to enhance student engagement and achievement. However, areas such as maintaining supportive learning environments could benefit from further improvement, as reflected in the slightly lower rating for "Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate." Nonetheless, the overall performance rating demonstrates that teachers are succeeding in creating a positive learning environment that is conducive to both academic and personal growth for students.

Table 4
TEST OF RELATIONSHIP

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
School Leadership VS COT Performance	0.86	1.722	0.981	Reject Ho	Significant Relationship (Very Strong)
Instructional Leadership VS COT Performance	0.85	1.741	0.981	Reject Ho	Significant Relationship (Very Strong)
Creating a Student-Centered Learning Climate VS COT Performance	0.85	1.699	0.981	Reject Ho	Significant Relationship (Very Strong)
Human Resources Management and Development VS CO Performance	0.87	1.733	0.981	Reject Ho	Significant Relationship (Very Strong)

Parents and Involvement and Community Partnership VS COT Performance	0.87	1.912	0.981	Reject Ho	Significant Relationship (Very Strong)
School Management and Operations VS COT Performance	0.86	1.832	0.981	Reject Ho	Significant Relationship (Very Strong)
Personnel and Professional Attributes and interpersonal Effectiveness VS COT Performance	0.85	1.679	0.981	Reject Ho	Significant Relationship (Very Strong)

Table 9 presents the test of relationship between various administrative and instructional leadership skills of school administrators and the performance of elementary school teachers based on classroom observation tool (COT) ratings. The table shows the computed correlation coefficient (r) values between each leadership skill and the COT performance, alongside the corresponding t-values and table values at the 0.05 significance level. All the relationships between the leadership skills and teacher performance were found to be statistically significant, with all computed values surpassing the critical t-values. The decision on the null hypothesis (Ho) indicates that the null hypothesis is rejected in every case, confirming the presence of a very strong and significant relationship between school leadership skills and teacher performance.

The table reveals that the relationships between various school leadership skills and teacher performance are all very strong. Specifically, the "School Leadership" skill had a correlation coefficient of 0.86, while "Instructional Leadership" and "Creating a Student-Centered Learning Climate" both had correlation coefficients of 0.85, indicating very strong positive relationships with COT performance. Additionally, "Human Resources Management and Development," "Parents and Involvement and Community Partnership," "School Management and Operations," and "Personnel and Professional Attributes and Interpersonal Effectiveness" all showed similarly high correlation values (ranging from 0.85 to 0.87), suggesting that these leadership skills significantly impact the effectiveness of teachers in the classroom. The consistency across all these indicators indicates that school administrators' leadership skills in various areas have a profound influence on the overall performance of teachers, fostering a conducive and effective learning environment.

The results implied that the strong and significant relationships between the administrative and instructional leadership skills of school administrators and teacher performance suggest that effective leadership in areas such as instructional guidance, student-centered learning, human resources management, and community engagement plays a crucial role in improving the quality of teaching. This finding highlights the importance of school leaders demonstrating competencies in these areas to create a positive impact on teachers' effectiveness. The very strong relationships observed in the study suggest that when school leaders are equipped with the necessary skills and abilities, teachers are better able to perform in the classroom, ultimately leading to enhanced student outcomes.

IV. CONCLUSION

Based on the results of this study, test of relationship between the administrative and instructional leadership skills of school administrators and the performance of elementary school teachers, as measured by Classroom Observation Tool (COT) ratings, demonstrate a very strong and statistically significant correlation. The high correlation coefficients across various leadership skills—including school leadership, instructional leadership, creating a student-centered learning climate, and human resources management—reveal that these skills have a profound impact on teacher effectiveness in the classroom. This indicates that school administrators who excel in these leadership areas are more

likely to foster a positive and productive learning environment, leading to improved teacher performance and ultimately better student outcomes.

V.   RECOMMENDATIONS

1. The Instructional Supervisory Plan should be strategically implemented.

2. Teachers are encouraged to actively collaborate with school administrators in implementing leadership strategies that improve classroom management, instructional quality, and overall school climate. Teachers should seek continuous professional development opportunities to refine their skills in areas like instructional leadership, student-centered approaches, and classroom communication.

3. School administrators should continue to refine and demonstrate their leadership skills in both administrative and instructional domains. They are advised to prioritize the professional development of their teaching staff, focusing on fostering a collaborative school environment that supports effective teaching and learning. School heads should also ensure that regular assessments of teacher performance are conducted, and that they provide timely and constructive feedback.

4. Public School District Supervisors should offer ongoing support to school administrators by organizing professional development programs that enhance their leadership skills. Supervisors should focus on equipping school heads with effective strategies for managing resources, promoting community engagement, and supporting instructional improvements.

5. Education Program Supervisors should develop and implement tailored professional development programs that address the specific needs of school administrators, particularly in instructional leadership and the creation of positive school climates. Supervisors are advised to work closely with school heads to assess the effectiveness of current leadership practices and suggest improvements based on educational research and best practices.

6. Stakeholders, including parents, local government units, and community organizations, should collaborate with schools in fostering an environment that supports both teacher and student success. Stakeholders can help advocate for the allocation of resources to enhance school leadership programs and contribute to developing initiatives that improve school operations and community involvement.

7. Researchers are encouraged to further investigate the relationship between school leadership and teacher performance in different contexts, especially in schools with varying socio-economic backgrounds. Future studies can explore how leadership skills affect various aspects of teaching, such as classroom management, teacher morale, and student engagement

8. Future researchers should explore the long-term effects of leadership development programs on teacher performance and student outcomes. Investigations into the application of leadership competencies in diverse school settings, including rural and urban schools, will help refine strategies that can be used by administrators to create more inclusive and effective learning environments.

VI. ACKNOWLEDGEMENT

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