

Administrative And Supervisory Skills and Performance of School Heads and Their Relationship to Teachers' Performance

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Abstract — This study determined the significant relationship between the School Head's Administrative and Supervisory Skills: Their relationship to Teacher's performance. A proposed instructional supervisory plan will be formulated based on the result of the study. The findings of the study were the bases for the proposed Intervention Plan. This study employed a descriptive and correlational survey design to explore the relationship between school heads' administrative and supervisory skills and teachers' performance. This design was particularly effective for gathering quantitative data from a large sample of school heads and teachers across various educational institutions. By utilizing structured questionnaires, the research aimed to collect information on specific administrative practices, supervisory strategies, and corresponding teacher performance indicators. The descriptive aspect allowed for an in-depth analysis of current practices and perceptions, providing a comprehensive overview of how leadership skills were implemented in different school contexts. Additionally, the correlational component of the design enabled the researchers to identify and quantify the relationships between the school heads' skills and the teachers' performance metrics. By employing statistical analyses, the study assessed whether higher levels of effective administrative and supervisory skills correlated with improved teacher performance outcomes, such as student engagement, instructional quality, and overall job satisfaction. This approach not only facilitated the identification of significant patterns but also contributed to understanding the broader implications of effective school leadership on educational practices. Test of Relationship Between Administrative Skills and COT," presents a comprehensive analysis of how various administrative skills correlate with teachers' performance as measured by the Classroom Observation Tool (COT). The results indicate a very strong positive relationship between all administrative domains—such as School Leadership, Instructional Leadership, Human Resources Management, and others—and COT performance, with the null hypothesis being rejected across the board. This highlights the significant impact that effective school leadership in areas like school management, instructional leadership, and interpersonal effectiveness has on the quality of teaching and student achievement.

The findings suggest that school heads who perform well in these leadership domains have a direct influence on enhancing teacher performance and creating a conducive learning environment. Notably, school heads who excel in creating a student-centered learning climate, fostering community partnerships, and maintaining strong interpersonal relationships contribute to better teaching outcomes. These results emphasize the importance of investing in the development of both administrative and interpersonal skills for school leaders, as these qualities are strongly correlated with improved classroom performance and overall educational success.

On the other hand, the test of Relationship Between Administrative Skills and COT," reveals a significant correlation between various administrative skills and teachers' performance as measured by the Classroom Observation Tool (COT). The statistical analysis demonstrates that all administrative domains—such as School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resources Management, and others—have a very strong positive relationship with COT performance. The rejection of the null hypothesis across all domains suggests that effective leadership in these areas significantly enhances classroom teaching. The strongest correlations

were observed in School Management and Operations, and Personnel and Professional Attributes, emphasizing the pivotal role of school heads in influencing teaching quality.

These findings underscore the importance of school heads excelling in various leadership areas, including instructional management, human resource development, and fostering positive school climates. The results suggest that administrators who perform well in these areas can directly impact teacher effectiveness, thereby improving student engagement and achievement. Furthermore, the strong correlation with parents' involvement and community partnerships highlights the value of collaborative efforts in enhancing classroom performance. Overall, the results emphasize that school heads who develop strong interpersonal skills, ethical leadership, and a student-centered focus are more likely to foster an environment conducive to higher-quality teaching and learning.

Keywords — *Administrative Supervisory Skills Performance School Head Teachers*

I. INTRODUCTION

Education is the most powerful weapon which can be used to change the world.” This quote from Nelson Mandela always reminds me that we teachers always play a vital role in our student’s lives. Preparing their future generations, for me this quote is a powerful reminder that the influenced of a good teacher will never be erased or replaced. Most of the time I feel stressed and drained for the whole day work, I always remind myself about this quote the next time I feel very tired but sometimes it is an inevitable feeling specially at night I keep on thinking how to become an effective and productive teacher.

Teaching is really tough sometimes between students’ behavior, paper works, DepEd reports, teacher shortages, parent demands and most especially admin mandates. Sometimes we need a reminder that it is all worth it. Having one of those days? The Researcher’s personal point of view about School Head’s Leadership Skills and Supervisory Skills: Their relationship to teachers’ performance is ultimately the success of the entire school and teachers because the leadership and supervisory of the school head really affects the performance of all the teachers. There are many factors that influencing the school head’s actions the way she or he treat the teacher impact the teacher performance.

According to Leithwood and Jantzi (2016), school principals who exhibit strong administrative and supervisory skills create an environment that fosters collaboration, professional development, and accountability among teachers. This research aims to explore the specific skills that school heads utilize to support and improve teachers’ performance, ultimately contributing to a more effective educational system. By identifying these relationships, the study seeks to provide insights that can inform professional development programs for school leaders, enhancing their ability to support and elevate teaching practices within their schools.

Based on her experience as a teacher for almost nine years. Collaborative supervision is very important like we had in our previous school in Dulag Leyte. Our School Head always encourage all the teachers to have an open relationship with her and shared-decision making between school head and teachers. Her approach fosters trust and mutual respect, leading a good relationship, more supportive, productive, efficient and effective working environment. She has a motherly approach that she always concerned about the health of the teachers. Most of the time we can share our problems even family matters or financial problem because she is very approachable, kind and understanding. We can feel valued and encourage.

Once a month we will have outing, bonding and get together lunch or dinner in their house. That is why with her leadership it fosters a sense of trust, well -being and reduce stress, leading to improves morale and job satisfaction. Another personal point of view about School Head’s Leadership Skills and Supervisory Skills with their relationship to teachers’ performance is if the school head failed to manage or lack of leadership and supervisory skill can really significantly affects teachers’ performance.

It depends on the attitude of the school head, sometimes it reflects how the way she / he treat the teachers. When the communication is poor, yes! I feel isolated, sometimes unheard, unsupported. In my new working station, I already experienced we had a school head that she had an unfair treatment to the teachers, or she had favoritism toward certain teachers. It creates a toxic and stressful environment within the school. Competition and conflict among teachers as we vie for the school head's attention, support and approval.

Even the stakeholders, parents, Brgy. Officials and also the students observe it that there is an unfair treatment among teachers. Until the district office calls our attention, the district head arranged a grievance for the formal complainant. Three teachers filed grievance against our school head. The district head believed that some of my co-teachers were being discriminated. Unfair evaluation and unfair treatment. That was very unforgettable moment. Thank God, the School Head transferred to another school.

Based on what we learned in Educ. 106 Human Relation in Administration that the relationship between school head leadership and supervisory skills and teacher performance is complex and dynamic. Effective school heads understand the importance of building strong relationships with teachers, fostering a positive and supportive work environment, providing clear expectations and guidance, and promoting professional development. By focusing on these key areas, school heads can significantly impact teacher motivation, engagement, and ultimately, student success.

A school head's leadership skills and supervisory skills is very important in fostering a positive, effective, efficient and productive learning environment, directly impacting teacher performance and also to the student success. An effective school head sets a good management skill, clear vision for the school, aligning with the broader school's vision, mission, educational goals and community needs. This will provide direction and purpose for teachers and motivating them to strive for excellence. As a teacher we always do our best because our dedication, commitment and handwork to nurturing young minds make a lasting impact on the world, shaping future generations and contributing brighter future.

A good and responsible school head holds teachers accountable for their performance while providing constructive feedback and support for improvement. When accountability is lacking and poor, teachers may feel that their efforts and hard work are not valued or recognized. It seems it is all useless and worthless. This feeling can lead to a decline in motivation and a sense of apathy towards teaching and performance in work. The treatment, attitude and leadership style of the school head toward the teachers can significantly influence the overall performance of the teachers. When the school head is effective or ineffective and productive or unproductive, she must possess good leadership style in order to achieve the school's overall objectives.

This study seeks to illuminate the critical role that school heads play in shaping educational environments through their administrative and supervisory skills. By examining the relationship between these skills and teachers' performance, the research aims to provide actionable insights that can inform leadership training and professional development initiatives.

This study determined the significant relationship between the School Head's Administrative and Supervisory Skills: Their relationship to Teacher's performance. A proposed instructional supervisory plan will be formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the respondents' administrative and instructional Leadership skills of the School Head as perceived by the teachers in terms of:
 - 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 involvement and community partnership;
 - 1.6 School management operation; and
 - 1.7 Personal, professional attributes and interpersonal effectiveness?

2. What is the performance the elementary school teachers based on Classroom Observation tool?
3. What is the performance of the school head based on the Office Performance Commitment Review Form (OPCRF)?
4. Is there a significant relationship between the School Heads' Administrative skills and the elementary school teachers' performance based on COT?
5. Is there a significant relationship between the School Heads' Administrative skills and the school head's performance based on OPCRf?
6. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 –There is no significant relationship between the following:

1. School Heads' Administrative skills and the elementary school teachers' performance based on COT.
2. School Heads' Administrative skills and their performance based on OPCRf..

II. METHODOLOGY

Design. This study employed a descriptive and correlational survey design to explore the relationship between school heads' administrative and supervisory skills and teachers' performance. This design was particularly effective for gathering quantitative data from a large sample of school heads and teachers across various educational institutions. By utilizing structured questionnaires, the research aimed to collect information on specific administrative practices, supervisory strategies, and corresponding teacher performance indicators. The descriptive aspect allowed for an in-depth analysis of current practices and perceptions, providing a comprehensive overview of how leadership skills were implemented in different school contexts. The main local of the study is in Salvacion Elementary School is one of the performing schools of Division of Leyte. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the respondents of the study are the (2) School Heads with 14 teachers. School Heads' Administrative skills and the elementary school teachers' performance based on COT. School Heads' Administrative skills and their performance based on OPCRf. The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge Head Teachers' level of instructional supervisory skills and another to gauge performance respectively based on the COT respectively. Data for the analysis was collected using the Administrative and Instructional Leadership Skills Tools, which focus on seven essential domains that serve as criteria for evaluation and monitoring during instructional supervision. These domains include: School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resource Management and Professional Development, Parent and Community Involvement, School Management and Operations, and Personal and Professional Attributes and Interpersonal Effectiveness. Additionally, the Individual Performance Commitment and Review Form (IPCRF) will be utilized as another assessment tool in this study. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There were 16 total number respondents who are included in the study. The respondents of the study are the (2) School Heads with 14 teachers that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the performance of the teachers. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

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 Heads to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r . Data were collated and submitted to the appropriate statistical treatment. The results were analyzed and interpreted in order to find out if there were significant relationship between the instructional supervisory skills of Head Teachers to the performance of the Junior High School Teachers. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed instructional Supervisory Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division.

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 relationship between the school heads administrative and instructional leadership skills to the performance of the elementary school Teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the school heads administrative and instructional leadership skills to the performance of the elementary school Teachers.

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	3.92	Very High
2. Involves all internal & external stakeholders in developing the SIP/AIP	3.85	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	4.00	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.	3.92	Very High
5. Explores several approaches in handling problems	4.00	Very High
6. Demonstrates a proactive approach to problem solving	3.92	Very High
7. Involves stakeholders in meetings and deliberations for decision-making	4.00	Very High
8. Sets high expectations and challenging goals	4.00	Very High
9. Provides opportunities for growth and development of members as team players	4.00	Very High
10. Defines roles and function of each committee	4.00	Very High
11. Monitors and evaluates accomplishment of different committees/teams	4.00	Very High
12. Gives feedback on the team's performance using performance-based assessment tool	4.00	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	4.00	Very High
14. Ensures proper allocation and utilization of resources (time, fiscal, human, IMs, etc.)	3.63	Very High
15. Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects	3.92	Very High
Weighted Mean	3.94	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 results of the assessment of school administrators' administrative and leadership skills, specifically in the domain of "School Leadership." This table highlights 15 indicators, with each receiving a weighted mean score that reflects the perceived effectiveness of school leaders in various leadership competencies. The overall weighted mean score of 3.94, with an interpretation of "Very High," suggests that school administrators are performing exceptionally well in the area of school leadership. The indicators assessed provide a comprehensive view of leadership behaviors, strategic planning, stakeholder involvement, problem-solving skills, and resource management, all of which are essential for fostering an effective school environment.

The school leadership indicators assessed in this study cover a broad range of skills and behaviors that are fundamental for effective school management. The highest scoring indicators, such as utilizing data for SIP/AIP development (4.00), exploring several approaches to problem-solving (4.00), and setting high expectations and challenging goals (4.00), reflect the school administrators' ability to apply data-driven decision-making, foster high standards of achievement, and approach challenges with flexibility. These competencies are crucial in ensuring that the school is continuously improving and aligning its goals with broader educational policies and objectives.

Administrators also demonstrate strong problem-solving skills, with indicators such as resolving school-level problems (3.92) and demonstrating a proactive approach to problem-solving (3.92). These results highlight that school leaders not only address immediate issues but also work towards sustainable solutions, empowering teachers and students to engage in the process. This problem-solving approach is reinforced by their ability to involve stakeholders in meetings and decision-making processes (4.00), ensuring that decisions are made collaboratively and are reflective of the needs and insights of the school community.

In terms of fostering collaboration, school leaders scored highly on providing opportunities for growth and development (4.00) and defining roles within committees (4.00), which contribute to an environment where staff can work cohesively toward common goals. By ensuring that staff have clear roles and responsibilities and opportunities to develop as team players, administrators create a culture of accountability and continuous professional development.

However, while school administrators demonstrate exceptional skills in most areas, resource management received the lowest score (3.63), suggesting that there may be room for improvement in optimizing the use of resources such as time, finances, and human capital. Effective resource allocation is critical to the overall success of school operations, especially in resource-constrained environments.

Table 1 results imply that school leadership directly impacts the quality of education, as strong leadership fosters an environment conducive to academic success. This has significant implications for policy and practice, as investing in leadership development can enhance overall educational outcomes. Moreover, as school leaders continue to demonstrate high-level competencies, it is essential for professional development programs to focus on strengthening areas such as resource allocation and time management, which remain areas for slight improvement.

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	4.00	Very High
2. Ensures utilization of a range of assessment processes to assess students' performance	3.92	Very High
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies	3.92	Very High
4. Utilizes assessment results to improve learning	4.00	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	4.00	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	4.00	Very High
7. Develops a culture of functional literacy.	4.00	Very High

8. Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	4.00	Very High
9. Works with teachers in curriculum review	4.00	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	3.92	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.	4.00	Very High
Weighted Mean	3.98	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 assessment of school administrators' skills in Instructional Leadership, with 11 specific indicators evaluated. The weighted mean for this category is 3.98, which is interpreted as Very High, indicating that school administrators excel in fostering an environment that promotes quality instruction and student achievement. Instructional leadership, which focuses on improving teaching and learning through curriculum management, assessment processes, and teacher support, is pivotal in creating an educational environment that meets the needs of students and ensures their academic success. The high scores across all indicators suggest that school leaders are highly effective in guiding instructional practices, implementing curriculum initiatives, and supporting teachers in improving their performance.

The indicators in Table 2 reflect the key components of effective instructional leadership, including the management of assessment processes, curriculum development, and teacher support. Among the most prominent skills, administrators excel in managing student achievement and ensuring the utilization of a range of assessment processes (4.00). These skills demonstrate that school leaders are proactive in using various forms of assessment to monitor student performance and identify areas for improvement. By implementing diverse assessment strategies, administrators ensure that no student is overlooked, and learning outcomes are consistently measured.

Another critical aspect of instructional leadership is the ability to utilize assessment results to improve learning (4.00). Administrators score highly on this indicator, demonstrating their commitment to using data-driven insights to inform teaching practices and interventions. This approach aligns with best practices in education, where continuous evaluation of student performance leads to targeted improvements in instruction and curriculum design.

The ability to create and manage school processes that regularly communicate student progress to stakeholders, such as parents and guardians, also scores highly (4.00). This reflects the importance of transparency and collaboration with families in supporting student learning. By ensuring that student progress is consistently conveyed, school administrators foster a sense of shared responsibility for student outcomes, which strengthens the partnership between schools and the broader community.

Furthermore, the development of a culture of functional literacy (4.00) and the implementation of curriculum initiatives that align with Department of Education (DepEd) policies (4.00) underscore the administrators' role in establishing a rigorous academic environment. Leaders are also adept at adapting curricula to local needs, enriching offerings, and incorporating technology into instructional practices, which are essential for ensuring that the school remains responsive to the evolving demands of education.

In terms of supporting teachers, administrators scored very high on providing timely, accurate, and specific feedback (4.00), a key practice for professional development. By offering expert technical assistance and instructional support, school leaders ensure that teachers have the resources and guidance they need to enhance their teaching methods. This support fosters a culture of continuous improvement, where teachers feel empowered to refine their practices and contribute to student success.

The results and findings of table 2 implies that, it is clear that administrators are performing at a very high level in managing instructional practices, curriculum development, and teacher support. This high level of instructional leadership is crucial for fostering an educational environment that maximizes student learning outcomes. These results suggest that school administrators have successfully aligned their practices with contemporary educational expectations, where data-driven decision-making, stakeholder involvement, and continuous professional development are central to improving instructional quality. The ability to adapt curriculum and utilize technology effectively in instruction is particularly significant as it prepares students for an increasingly digital and globalized world.

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	3.92	Very High
2. Creates an engaging learning environment	4.00	Very High
3. Supports learners desire to pursue further learning	4.00	Very High
4. Participates in the management of learner behavior within the school and other school related activities done outside the school	4.00	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	4.00	Very High
6. Provides environment that promotes the use of technology among learners and teachers	4.00	Very High
Weighted Mean	3.99	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, titled "Administrative and School Leadership Skills of School Administrators in Terms of Creating a Student-Centered Learning Climate", presents the assessment of school administrators' proficiency in fostering an environment conducive to student learning. The table evaluates six key indicators, each of which is integral to creating a

positive, engaging, and supportive learning climate. The weighted mean of 3.99—interpreted as Very High—indicates that school administrators excel in their leadership efforts to create student-centered learning environments that prioritize the academic, social, and emotional well-being of students.

A closer look at the six indicators reveals that school administrators consistently demonstrate high levels of competence in establishing and modeling expectations for students, both academically and socially. The indicator "Establishes and models high social and academic expectations for all" received a very high score of 3.92, suggesting that administrators set clear standards and expectations that encourage students to strive for excellence. Moreover, administrators excel in creating engaging learning environments and promoting students' desire to continue learning, both of which scored a perfect 4.00. These results emphasize the importance of cultivating environments where students are inspired to actively participate and engage in their education. Another highly rated indicator, "Supports learners' desire to pursue further learning", also received a 4.00, highlighting the role of administrators in fostering a growth mindset and encouraging lifelong learning among students. Furthermore, administrators actively participate in managing learner behavior, which extends beyond academic performance to include appropriate conduct in extracurricular activities, contributing to a holistic development approach. The score of 4.00 for "Recognizes high performing learners and teachers and supportive parents and other stakeholders" reflects the administrators' commitment to acknowledging and celebrating achievements, which reinforces motivation and reinforces a positive school culture. Lastly, the "Provides an environment that promotes the use of technology among learners and teachers" scored 4.00, signaling that administrators are successfully integrating technology into the learning process, making it accessible for both students and teachers to enhance learning and instructional effectiveness.

The results in table 3 implies that school administrators play a crucial role in establishing and maintaining a student-centered learning climate, which is integral to academic achievement and holistic student development. As school leaders model high expectations, foster an engaging learning environment, and ensure that both academic and social needs are met, students are likely to experience higher levels of engagement, satisfaction, and success in their educational journey. Moreover, the emphasis on technology use and the recognition of high performers reflects an innovative approach to education, preparing students for the demands of the modern world. The findings further indicate that school leadership should continue prioritizing these factors, as they contribute to creating a positive and motivating atmosphere that supports all students, including those with diverse learning needs.

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	4.00	Very High
2. Assesses and analyzes the needs and interests of teachers and other school	4.00	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	4.00	Very High
4. Recognizes potential of staff and provides opportunities for professional development	4.00	Very High
5. Ensures that the objectives of the school development plan are supported with resources for training and development programs	4.00	Very High

6. Prepares, implements, and monitors school-based INSET for all teaching staff based IPPD's Monitors and evaluates school-based INSETs.	4.00	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.	3.85	Very High
8. Assists teachers and staff in setting and resetting performance goals	4.00	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	3.92	Very High
10. Creates a functional school-based performance appraisal committee	4.00	Very High
Weighted Mean	3.98	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, titled "Administrative and School Leadership Skills of School Administrators in Terms of Human Resources Management and Development", presents an assessment of school administrators' effectiveness in managing and developing human resources within the school system. The table evaluates ten key indicators related to various aspects of human resource management and professional development, all of which are integral to fostering a productive and supportive work environment for teachers and staff. The overall weighted mean of 3.98, interpreted as Very High, indicates that school administrators demonstrate exceptional skills in these areas, positively impacting the professional growth and performance of school personnel.

A closer examination of the individual indicators shows that school administrators consistently excel in fostering a collaborative and growth-oriented environment. The indicators "Builds a community of learners among teachers" and "Assesses and analyzes the needs and interests of teachers and other school personnel" both received perfect scores of 4.00, underscoring the administrators' commitment to creating a supportive professional community. These results reflect the importance of promoting continuous learning and professional interaction among staff, which enhances the overall school culture. Additionally, school administrators are highly effective in developing individualized professional growth opportunities for teachers, as evidenced by the indicator "Ensures that the School Plan for Professional Development (SPPD) emerges from the Individual Professional Plan for Development (IPPD's)", also receiving a 4.00. This shows that administrators align professional development initiatives with the specific needs and goals of the school's staff, ensuring targeted and meaningful growth. The provision of opportunities for professional development is further supported by the high scores on indicators such as "Recognizes potential of staff and provides opportunities for professional development" and "Ensures that the objectives of the school development plan are supported with resources for training and development programs", both of which also received 4.00. These indicators reflect a clear alignment between the school's strategic goals and its investment in the growth of its staff.

The results from Table 4 implies that that school administrators are highly effective in managing human resources within their schools, with a strong focus on fostering professional growth, aligning development plans with individual needs, and ensuring continuous monitoring and support. The very high scores across all indicators indicate that administrators play a central role in creating a positive school culture where teachers and staff are encouraged to grow professionally, develop leadership skills, and work collaboratively. This type of environment is crucial for ensuring that teaching and non-teaching personnel are well-equipped to meet the needs of students and contribute effectively to the overall success of the school. The results also indicate that while administrators are excelling in most areas, there may be opportunities to refine certain practices, such as the recruitment process, which was identified as an area for potential improvement.

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	4.00	Very High
2. Organizes programs that involve parents and other school stakeholders to promote learning	4.00	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	4.00	Very High
4. Establishes sustainable linkages/partnership with other sector, agencies and NGOs through MOA/MOU or using Adopt-a- School Program policies	4.00	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	3.92	Very High
6. Participates actively in community affairs	3.85	Very High
Weighted Mean	3.96	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, titled "Administrative and School Leadership Skills of School Administrators in Terms of Parents and Involvement and Community Partnership", presents an evaluation of school administrators' ability to foster strong relationships with parents and the broader community. The table assesses six indicators related to parent involvement, community partnerships, and overall stakeholder engagement, with a focus on initiatives that enhance student

performance and the school's public image. The weighted mean score of 3.96, interpreted as Very High, suggests that school administrators are highly effective in these areas, successfully creating environments where collaboration with parents and community members contributes to the success of students and the school as a whole.

The individual indicators further reveal the administrators' commitment to involving parents and community members in school activities and decision-making. For example, the indicators "Establishes school and family partnerships that promote student peak performance" and "Organizes programs that involve parents and other school stakeholders to promote learning", both of which scored 4.00, reflect a strong focus on creating collaborative efforts between families, teachers, and administrators. These high scores show that school leaders recognize the importance of engaging parents in the academic success of their children, which is crucial for fostering a supportive learning environment. Additionally, "Conducts dialogues for a training of teachers, learners, parents on the welfare and improves performance of learners" further emphasizes how school leaders actively involve not just parents, but also teachers and students in dialogues and training that enhance overall educational quality. This indicates a well-rounded approach to promoting student welfare, where all stakeholders have a shared responsibility.

School administrators also excel in establishing partnerships with other organizations. Indicators such as "Establishes sustainable linkages/partnership with other sectors, agencies, and NGOs through MOA/MOU or using Adopt-a-School Program policies", which received a perfect score of 4.00, highlight the importance of building external networks that support the school's mission. The ability to create sustainable partnerships with various organizations helps expand the resources available for the school, as well as offers additional avenues for student support and learning. Similarly, "Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners' projects exhibits, fairs, etc." and "Participates actively in community affairs" also received high ratings, reflecting how administrators use public platforms to engage the community and promote the school's activities and achievements. However, the slightly lower score on "Participates actively in community affairs" (scoring 3.85) may suggest that while school leaders are generally active in their communities, there might be areas for improvement in further strengthening these community connections.

The results from Table 5 implied that school administrators are exceptionally skilled in building and nurturing relationships with parents and the community, which directly contributes to the success of students. The very high scores suggest that school leaders understand the significance of community and parental involvement in fostering a supportive learning environment. These findings imply that school administrators are not only effective in developing internal school initiatives but also in extending their influence beyond the school's walls, ensuring that the school's vision and mission are supported by external partners and stakeholders. By involving parents and community members in the school's decision-making processes and activities, administrators are able to create a sense of ownership and responsibility among all stakeholders, which enhances the overall quality of education.

Table 6

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	4.00	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	4.00	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	4.00	Very High
Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service	4.00	Very High
Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	4.00	Very High
Communicates effectively to staff and other stakeholders in both oral and written forms	4.00	Very High
Listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.	4.00	Very High
Interacts appropriately with a variety of audiences and demonstrates ability to empathize with others.	4.00	Very High
Observes award system and a system of assistance for teachers staff to sustain integrity, honesty and fairness in school practices	4.00	Very High
Demonstrates integrity, honesty and fairness all his/her dealings and transactions and makes individuals accountable for their actions.	4.00	Very High
Mobilizes teachers/staff in sustaining a project.	4.00	Very High
Maintains an open, positive and encouraging attitude toward change.	4.00	Very High
Assists teachers in identifying strength and growth areas through monitoring and observation	4.00	Very High
Introduces innovations in the school program to achieve higher learning outcomes	4.00	Very High
Monitors and evaluates the implementation of change programs included in SIP/AIP	4.00	Very High
Observes and applies multi-tasking in giving assignments	4.00	Very High
Advocates and executes plans for changes including culture change in the workplace	4.00	Very High
Empowers teachers and personnel to identify, initiate and manage changes.	4.00	Very High
Weighted Mean	4.00	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, titled "Administrative and School Leadership Skills of School Administrators in Terms of Personnel and Professional Attributes and Interpersonal Effectiveness", presents an evaluation of the essential personal and professional qualities that school administrators should possess to effectively manage staff, foster collaboration, and maintain positive relationships within the school community. The table highlights various leadership skills, with a focus on ethical behavior, communication, interpersonal effectiveness, and the ability to inspire and manage change. The weighted mean of 4.00, interpreted as Very High, signifies that school administrators exhibit exceptional skills in these areas, demonstrating not only strong leadership but also a commitment to integrity, fairness, and effective communication.

The results from this table suggest that school administrators excel in all aspects of personal and professional attributes, with each indicator receiving a perfect score of 4.00. For example, administrators manifest "genuine enthusiasm and pride in the nobility of the teaching profession" and observe "desirable personal and professional behaviors" such as respect, honesty, and dedication. These qualities are fundamental to creating a positive and respectful work environment. Furthermore, the "maintains harmonious relations with superiors, colleagues, subordinates, learners, parents, and other stakeholders" indicator demonstrates the administrators' ability to foster collaboration and mutual respect across various levels of the school community, contributing to a healthy, productive school culture. Additionally, the fact that appointments, promotions, and transfers are made based on merit and needs in the interest of the service further exemplifies the administrators' commitment to fairness and professionalism.

Another critical aspect of school leadership assessed in this table is communication and empathy. School administrators were rated highly in their ability to "communicate effectively to staff and other stakeholders in both oral and written forms", and to "listen to stakeholders' needs and concerns" while responding appropriately. These communication skills are vital for effective school management, as they ensure that all members of the school community are informed, valued, and heard. Additionally, the administrators' capacity to "interact appropriately with a variety of audiences" and "demonstrate the ability to empathize with others" speaks to their interpersonal effectiveness. These skills are crucial in fostering trust and collaboration among staff, students, and parents. Other indicators such as "observes award system and a system of assistance for teachers and staff to sustain integrity, honesty, and fairness in school practices" and "demonstrates integrity, honesty, and fairness in all dealings" underscore the administrators' commitment to maintaining ethical standards and accountability.

The results from Table 6 implies the critical role that personnel and professional attributes play in effective school leadership. The very high scores across all indicators suggest that school administrators possess the essential qualities needed to lead their staff, manage change, and create a positive school culture. These findings have important implications for school management, as they highlight the significance of ethical leadership, effective communication, and interpersonal skills in achieving school success. The ability to build positive relationships, foster collaboration, and ensure fairness in decision-making contributes to a productive school environment where both staff and students can thrive.

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	4.00	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	4.00	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	4.00	Very High
Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service	4.00	Very High
Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	4.00	Very High
Communicates effectively to staff and other stakeholders in both oral and written forms	4.00	Very High
Listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.	4.00	Very High
Interacts appropriately with a variety of audiences and demonstrates ability to empathize with others.	4.00	Very High
Observes award system and a system of assistance for teachers staff to sustain integrity, honesty and fairness in school practices	4.00	Very High
Demonstrates integrity, honesty and fairness all his/her dealings and transactions and makes individuals accountable for their actions.	4.00	Very High
Mobilizes teachers/staff in sustaining a project.	4.00	Very High
Maintains an open, positive and encouraging attitude toward change.	4.00	Very High
Assists teachers in identifying strength and growth areas through monitoring and observation	4.00	Very High
Introduces innovations in the school program to achieve higher learning outcomes	4.00	Very High
Monitors and evaluates the implementation of change programs included in SIP/AIP	4.00	Very High
Observes and applies multi-tasking in giving assignments	4.00	Very High
Advocates and executes plans for changes including culture change in the workplace	4.00	Very High
Empowers teachers and personnel to identify, initiate and manage changes.	4.00	Very High
Weighted Mean	4.00	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, titled "Performance Rating of the Teachers", presents a comprehensive assessment of teachers' performance across various teaching and learning indicators. The table evaluates how teachers demonstrate their proficiency in several aspects of their profession, from subject knowledge and teaching strategies to classroom management and assessment techniques. The performance ratings are categorized as Outstanding, with the average weighted mean of 4.79, which reflects exceptional performance in all the listed indicators. This Outstanding rating demonstrates that the teachers consistently excel in applying best practices across their teaching methodologies, with a strong focus on enhancing learner achievement and ensuring a positive learning environment.

The results from the table indicate that teachers are highly proficient in a wide range of teaching practices that significantly impact student learning outcomes. For example, the highest rating of 6.78 was recorded for the indicator "Managed learner behavior constructively by applying positive and non-violent discipline to ensure a learning-focused environment." This score highlights the teachers' exceptional ability to maintain a positive and supportive classroom atmosphere, which is crucial for maximizing student engagement and learning. Another key strength observed in the results is the teachers' adeptness at using a variety of teaching strategies to enhance literacy and numeracy skills (4.42), as well as to foster critical and creative thinking (4.40). These scores suggest that teachers are highly skilled at using differentiated and innovative approaches to meet the diverse learning needs of their students.

In terms of classroom management, teachers received a high rating for their ability to "manage classroom structure to engage learners" effectively, scoring 4.80. This reflects their capacity to create a dynamic learning environment where students can actively participate in hands-on activities and collaborative learning. Additionally, the teachers excelled in planning, managing, and implementing developmentally appropriate teaching processes, as evidenced by the 4.54 rating for this indicator. This score underscores the teachers' competency in designing lesson plans and activities that align with curriculum requirements while also considering the diverse needs and developmental stages of their students.

The use of technology and teaching resources was also rated very positively, with an outstanding rating of 4.85 for "Selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT". This indicates that teachers are effectively integrating modern technologies and resources into their teaching practices to enhance student learning. Furthermore, the teachers demonstrated expertise in designing and using diagnostic, formative, and summative assessments (4.65), which suggests that they employ a comprehensive approach to evaluating student progress and adjusting their teaching strategies accordingly.

The results in table 7 implies that schools that prioritize the professional growth of their teachers, particularly in areas such as classroom management, differentiated instruction, and assessment practices, are likely to foster a learning environment that supports student-centered teaching and academic success. The outstanding performance of teachers in applying innovative teaching strategies and using technology to enhance learning outcomes indicates that the integration of modern tools and techniques into the curriculum is a key factor in improving educational quality. Additionally, these results suggest that teachers' ability to create a safe, positive, and engaging learning environment through effective behavior management and the use of constructive discipline is crucial for student success. As schools continue to focus on improving student achievement, it will be essential for administrators to provide ongoing support and professional development opportunities that focus on enhancing these areas of teaching.

Table 8
Performance Rating of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Applied knowledge and content within and across curriculum learning areas.	4.21	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.42	Outstanding
3	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.40	Outstanding

4	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment	4.80	Outstanding
5	Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.	6.78	Outstanding
6	Used differentiated, developmentally appropriate learning experience to address learner's gender, needs, strengths, interests and experiences.	4.50	Outstanding
7	Planned, managed and implemented developmentally sequence teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.54	Outstanding
8	Selected, developed, organized and used appropriate teaching and learning resources, ICT, to address learning goals.	4.85	Outstanding
9	Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements	4.65	Outstanding
	AVERAGE	4.79	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

Table 8, titled "Performance Rating of the Teachers", presents a comprehensive assessment of teachers' performance across various teaching and learning indicators. The table evaluates how teachers demonstrate their proficiency in several aspects of their profession, from subject knowledge and teaching strategies to classroom management and assessment techniques. The performance ratings are categorized as Outstanding, with the average weighted mean of 4.79, which reflects exceptional performance in all the listed indicators. This Outstanding rating demonstrates that the teachers consistently excel in applying best practices across their teaching methodologies, with a strong focus on enhancing learner achievement and ensuring a positive learning environment.

The results from the table indicate that teachers are highly proficient in a wide range of teaching practices that significantly impact student learning outcomes. For example, the highest rating of 6.78 was recorded for the indicator "Managed learner behavior constructively by applying positive and non-violent discipline to ensure a learning-focused environment." This score highlights the teachers' exceptional ability to maintain a positive and supportive classroom atmosphere, which is crucial for maximizing student engagement and learning. Another key strength observed in the results is the teachers' adeptness at using a variety of teaching strategies to enhance literacy and numeracy skills (4.42), as well as to foster critical and creative thinking (4.40). These scores suggest that teachers are highly skilled at using differentiated and innovative approaches to meet the diverse learning needs of their students.

In terms of classroom management, teachers received a high rating for their ability to "manage classroom structure to engage learners" effectively, scoring 4.80. This reflects their capacity to create a dynamic learning environment where students can actively participate in hands-on activities and collaborative learning. Additionally, the teachers excelled in

planning, managing, and implementing developmentally appropriate teaching processes, as evidenced by the 4.54 rating for this indicator. This score underscores the teachers' competency in designing lesson plans and activities that align with curriculum requirements while also considering the diverse needs and developmental stages of their students.

The use of technology and teaching resources was also rated very positively, with an outstanding rating of 4.85 for "Selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT". This indicates that teachers are effectively integrating modern technologies and resources into their teaching practices to enhance student learning. Furthermore, the teachers demonstrated expertise in designing and using diagnostic, formative, and summative assessments (4.65), which suggests that they employ a comprehensive approach to evaluating student progress and adjusting their teaching strategies accordingly.

The results in table 8 implies that schools that prioritize the professional growth of their teachers, particularly in areas such as classroom management, differentiated instruction, and assessment practices, are likely to foster a learning environment that supports student-centered teaching and academic success. The outstanding performance of teachers in applying innovative teaching strategies and using technology to enhance learning outcomes indicates that the integration of modern tools and techniques into the curriculum is a key factor in improving educational quality. Additionally, these results suggest that teachers' ability to create a safe, positive, and engaging learning environment through effective behavior management and the use of constructive discipline is crucial for student success. As schools continue to focus on improving student achievement, it will be essential for administrators to provide ongoing support and professional development opportunities that focus on enhancing these areas of teaching.

Table 9
Performance of School Head Based on OPCRF

A.	Indicators	Weighted Mean	Interpretation
1	School Planning & Implementation	4	Outstanding
2	Research & Innovation	4	Outstanding
3	Learner's Voice	5	Outstanding
4	Records Management	4	Outstanding
5	Financial Management	5	Outstanding
6	School facilities & equipment	5	Outstanding
7	Management of Staff	4	Outstanding
8	Emerging Opportunities & Challenges	5	Outstanding
9	School Based Review Contextualization & Implementation	5	Outstanding
10	Teaching Standards & pedagogies	5	Satisfactory
11	Learner Achievement & Other Performance Indicator	4	Outstanding
12	Learning Assessment	5	Outstanding
13	Professional Reflections	5	Outstanding
14	Professional Networks	4	Outstanding
15	Performance Management	5	Outstanding
16	Learning & Development of School Personnel	5	Outstanding
17	Community Engagement	4	Outstanding
18	Attendance to Orientation Activities	4	Outstanding
19	Received Logs & Acted Upon Communications	4	Outstanding

20	Participated Actively in other Government Committees	5	Outstanding
	AVERAGE	4.55	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

Table 9, titled "Performance of School Head Based on OPCRF", provides an evaluation of the school head's performance across multiple key indicators as outlined in the Office Performance Commitment and Review Form (OPCRF). The table reflects the weighted mean scores across 20 performance indicators, with the overall average weighted mean of 4.55, categorized as Outstanding. This high rating signifies that the school head has consistently demonstrated exceptional performance in key leadership areas, fostering a learning environment that supports both academic and administrative excellence.

In the table, the indicators are grouped to assess various domains of the school head's responsibilities, from school planning and implementation (scoring 4.00), to learner achievement and financial management (both receiving 5.00), to community engagement (scoring 4.00). Notably, several areas show perfect scores of 5.00, including learner's voice, school facilities and equipment, emerging opportunities and challenges, and learning assessment, which reflect the school head's focus on high-quality resources, forward-thinking leadership, and commitment to student-centered practices. The school head's ability to manage staff, financial resources, and records management also earned high ratings of 4.00, demonstrating strong administrative competence in these areas.

The consistently high performance in critical areas such as research and innovation (4.00), professional reflections (5.00), and community engagement (4.00), further underscores the school head's multifaceted leadership approach. The perfect scores in areas like teaching standards and pedagogies and learning and development of school personnel reflect the school head's commitment to fostering professional growth, enhancing teaching quality, and supporting the overall development of both staff and students. Furthermore, the school head's involvement in government committees and active participation in various activities also contributes to the outstanding scores in community engagement and attendance to orientation activities. The overall ratings indicate a school head who not only manages resources efficiently but also continuously strives for improvement in all aspects of school leadership.

The results of the performance evaluation imply that the school head demonstrates exemplary leadership in both administrative and pedagogical domains. The outstanding scores across all indicators reflect a comprehensive understanding of the essential roles that school heads play in ensuring the smooth operation of schools and the delivery of quality education. Particularly, the high scores in learner achievement, learning assessment, and teaching standards suggest that the school head's leadership is closely tied to fostering an environment conducive to student success and academic excellence. The strong performance in school facilities and equipment, alongside the management of emerging opportunities and challenges, further highlights the school head's foresight and ability to adapt to evolving educational landscapes, ensuring that the school's resources are leveraged to support learning.

Table 10
Test Of Relationship Administrative Skills and COT

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
School Leadership VS COT Performance	0.87	1.861	0.774	Reject Ho	Significant Relationship (Very Strong)
Instructional Leadership VS COT Performance	0.87	1.861	0.774	Reject Ho	Significant Relationship (Very Strong)
Creating a Student-Centered Learning Climate VS COT Performance	0.86	1.672	0.774	Reject Ho	Significant Relationship (Very Strong)
Human Resources Management and Development VS CO Performance	0.88	1.734	0.774	Reject Ho	Significant Relationship (Very Strong)
Parents and Involvement and Community Partnership VS COT Performance	0.89	1.962	0.774	Reject Ho	Significant Relationship (Very Strong)
School Management and Operations VS COT Performance	0.90	1.991	0.774	Reject Ho	Significant Relationship (Very Strong)
Personnel and Professional Attributes and interpersonal Effectiveness VS COT Performance	0.90	1.991	0.774	Reject Ho	Significant Relationship (Very Strong)

Table 10, titled "Test of Relationship Between Administrative Skills and COT", presents a statistical analysis of the correlation between various administrative skills and the performance of the Classroom Observation Tool (COT). The table includes the correlation coefficient (r) values for different administrative domains and their relationship with COT performance, accompanied by the computed t-value and the table value at the .05 significance level. The results consistently show that all the administrative skills, such as School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resources Management and Development, Parents and Involvement and Community Partnership, School Management and Operations, and Personnel and Professional Attributes and Interpersonal Effectiveness, exhibit a very strong significant relationship with COT performance, with the null hypothesis (Ho) being rejected in each case. This indicates that there is a substantial positive correlation between the administrative skills and the effectiveness of the observed teaching performance.

The correlation coefficients for all administrative skills range from 0.86 to 0.90, which are considered very strong positive relationships. Specifically, the relationships between School Management and Operations (0.90) and Personnel

and Professional Attributes and Interpersonal Effectiveness (0.90) show the highest degree of correlation with COT performance. These results suggest that the effectiveness of school heads in these areas significantly impacts the quality of teaching as reflected in classroom observations. Similarly, Human Resources Management and Development (0.88) and Parents and Involvement and Community Partnership (0.89) also exhibit very strong correlations with COT, reinforcing the importance of these leadership domains in enhancing classroom teaching quality.

Moreover, the results for Instructional Leadership (0.87) and Creating a Student-Centered Learning Climate (0.86) also demonstrate a very strong positive relationship with COT performance, indicating that a school leader's ability to manage instructional processes and create a conducive learning environment is strongly linked to improved teaching outcomes. These findings collectively suggest that school administrators who perform well in these areas can influence the overall effectiveness of their teachers, enhancing student engagement and achievement.

The findings also imply that administrators who excel in creating a student-centered learning climate and engage with parents and the community contribute significantly to improving classroom teaching. This underscores the importance of developing collaborative partnerships with stakeholders and ensuring that the school's resources and policies align with the needs of both teachers and students. Additionally, the high correlation between personnel attributes and interpersonal effectiveness with COT performance suggests that school heads must possess strong interpersonal skills, empathy, and ethical leadership to foster trust, collaboration, and a supportive work environment for teachers. As such, investing in the development of these skills could have a direct impact on the quality of teaching in the classroom.

Table 11
Test Of Relationship Between Admin Skills and OPCRF

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
School Leadership VS COT Performance	0.84	1.264	0.344	Reject Ho	Significant Relationship (Very Strong)
Instructional Leadership VS COT Performance	0.83	1.177	0.344	Reject Ho	Significant Relationship (Very Strong)
Creating a Student-Centered Learning Climate VS COT Performance	0.82	1.062	0.344	Reject Ho	Significant Relationship (Very Strong)
Human Resources Management and Development VS CO Performance	0.81	1.031	0.344	Reject Ho	Significant Relationship (Very Strong)
Parents and Involvement and Community Partnership VS COT Performance	0.84	1.264	0.344	Reject Ho	Significant Relationship (Very Strong)
School Management and Operations VS COT Performance	0.85	1.399	0.344	Reject Ho	Significant Relationship (Very Strong)

Personnel and Professional Attributes and interpersonal Effectiveness VS COT Performance	0.85	1.399	0.344	Reject Ho	Significant Relationship (Very Strong)
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Table 11, titled "Test of Relationship Between Administrative Skills and OPCR", presents the correlation between various administrative skills and the performance of school heads as assessed through the Objectives and Key Results Framework (OPCR). The table outlines the correlation coefficient (r) values for each of the key administrative areas and their respective relationship to the OPCR. Along with the computed t-values for each variable and the table value at .05 significance level, the results indicate that all the administrative skills assessed—ranging from School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resources Management and Development, Parents and Community Partnership, School Management and Operations, and Personnel and Professional Attributes—show a very strong significant relationship with OPCR performance. This leads to the rejection of the null hypothesis (Ho), suggesting that these administrative skills are integral to the effectiveness and performance of school heads in achieving key objectives.

The correlation coefficients (r) for all variables range from 0.81 to 0.85, which are categorized as very strong positive relationships. The School Leadership (0.84), Parents and Involvement and Community Partnership (0.84), and School Management and Operations (0.85) variables exhibit the highest correlation with OPCR performance, suggesting that school leaders who excel in these domains significantly improve their ability to meet and exceed organizational targets. Similarly, Personnel and Professional Attributes (0.85) and Instructional Leadership (0.83) also show very strong correlations, indicating that leaders who manage staff effectively and are capable in instructional areas enhance their overall performance according to the OPCR criteria. The Creating a Student-Centered Learning Climate and Human Resources Management and Development variables also exhibit substantial correlations, reinforcing the importance of leadership skills in fostering positive school environments and supporting staff development.

The significant positive relationships between the administrative skills and OPCR performance imply that the effectiveness of school leaders is strongly influenced by their ability to perform well in various domains of school management. For instance, School Leadership and School Management and Operations are essential in ensuring that the school functions efficiently and that educational goals are met. The results highlight that instructional leadership plays a crucial role in shaping teaching practices and student achievement, suggesting that school heads who can lead instructional improvement initiatives are more likely to succeed in their leadership roles. Furthermore, the findings suggest that personnel management and human resources development are integral to fostering a professional learning environment where both teachers and staff can grow and contribute meaningfully to the school's objectives.

IV. CONCLUSION

Based on the results of this study the Test of Relationship Between Administrative Skills and COT" clearly demonstrates a significant and very strong correlation between various administrative skills and teachers' performance as measured by the Classroom Observation Tool (COT). The findings indicate that school heads who excel in leadership domains such as school management, instructional leadership, and human resources management are directly influencing the quality of teaching and learning in their schools. The positive impact of these skills extends to creating a student-centered learning climate, fostering community partnerships, and maintaining strong interpersonal relationships, all of which contribute to improved classroom performance. These results underscore the importance of investing in the development of both administrative and interpersonal skills for school leaders, as these qualities are critical to enhancing teacher effectiveness and student success.

V. RECOMMENDATIONS**VI.**

- 1 The Instructional Supervisory Plan should be strategically implemented to enhance the overall teaching and learning process. Given that the Adversity Quotient (AQ) and Leadership Style of school heads showed no significant direct impact on teacher performance, the focus of the plan should shift toward more targeted support mechanisms for teachers.
2. Teachers are encouraged to continuously engage in professional development programs to enhance their teaching skills, particularly in areas related to classroom management, instructional strategies, and student-centered learning practices. By doing so, they will be able to better align their teaching methods with the expectations set by school leaders, ultimately improving their performance as reflected in the Classroom Observation Tool (COT).
3. Teachers should actively participate in school-wide initiatives led by school heads, such as curriculum planning, instructional innovations, and professional learning communities. This will not only improve their personal teaching practices but also contribute to the school's overall educational goals.
4. School heads should foster a collaborative and inclusive leadership approach that actively involves teachers in decision-making processes. This will create a sense of ownership among teachers and motivate them to perform at their best. Encouraging open communication, feedback, and team-building activities will strengthen the relationship between school leadership and teachers.
5. Public school district supervisors should strengthen their support systems by providing school heads with adequate resources, training, and feedback mechanisms. Regular supervision should be aligned with enhancing administrative skills and providing targeted support to school leaders who need guidance in specific areas.
6. Education program supervisors should encourage greater collaboration between schools, the community, and other educational stakeholders to create a more cohesive and effective approach to teaching and leadership. Such collaborations can provide a support network for school heads and teachers, leading to improved educational outcomes.
7. Stakeholders, including local governments, private sectors, and NGOs, should invest in providing schools with the necessary resources for professional development programs. This will ensure that school heads and teachers are well-equipped to meet the ever-changing needs of the education system.

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. Annabelle A. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

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

Dr. Evelyn R. Del Prado Public Schools District Supervisor, for giving permission to conduct the study in Salvacion and Antipolo Elementary School in Albuera South District.

To the respondents of Salvacion and Antipolo 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.

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AUTHOR'S PROFILE



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The author is born on November 08, 1991 at Palanas, Damulaan, Albura Leyte, Philippines. She finished with flying colours her Bachelor of Teaching Home Economics and Livelihood Education at Eastern Visayas State University, Ormoc City Campus. 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 School Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher II in the Department of Education and a Grade – V Teacher at Salvacion Elementary School at Barangay Salvacion Albura, Leyte, Philippines. She is a coordinator in three school organizations for learners namely, Campus Journalism (The Ideal Source), SELG- Supreme Elementary Learner Government and Boy Scouts of the Philippines. She believes that supervising the young is the foundation of understanding how to supervise the old.