

# Leadership Skills of School Administrators in Area 5-B, Schools Division of Leyte

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*Abstract*— This study looks at the school administrators' leadership capacities. It seeks to evaluate their proficiency in key areas of educational management and leadership, emphasizing their influence on the growth and success of schools. The study contributes to improving leadership effectiveness in the educational system by giving knowledge about the organization's benefits and weaknesses.

This study revealed several key insights into the profile of school heads, emphasizing the evolving nature of educational leadership. These qualities are critical in addressing the challenges that school leaders face today, such as integrating new technologies and responding to rapidly changing educational demands.

Selected administrators from schools in the Area 5-B, Division of Leyte, were among those providing responses.

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## I. Introduction

### Background and Rationale

The impact and efficacy of educational experiences can only be slightly influenced by the engagement of school administrators in classroom teaching. This suggests that instructional leaders have the potential to significantly affect the quality of instruction and student learning

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through the teachers they recruit, the manner in which those teachers are allocated to classrooms, their retention strategies, and the opportunities they provide for teachers to advance. Effective organizational management for teaching improvement entails staffing a school with exceptional teachers and equipping them with the necessary support and resources for success in the classroom. In the Philippines, our educational system made considerable progress when former President Benigno Simeon C. Aquino III enacted the K to 12 Program in 2012, aimed at enhancing the standard of education in the nation through substantial reforms to the previous curriculum. It is within this context that the Department of Education (DepEd) has focused on delivering meaningful learning to all citizens, enabling them to realize their full potential. The addition of two years of senior high school to basic education is designed to prepare and bolster the cognitive and technical skills of learners, allowing them to meet global challenges and remain competitive.

According to Sutarman (2021), leadership is the way of influencing a group of people to achieve objectives through action, starting initiatives, and making efforts to fulfill them. To satisfy the distinctive aim and functions of the group, effective guidance in specialized teams is required. For a leader to be competent, he needs to function with certain characteristics and carry out work based on knowledge, skills, and work attitudes. Similar to educators, school leaders bear a heavy burden of duties in overseeing the institution, where it is anticipated that instructors will contribute positively to students' educational progress.

Developing an effective school leadership is essential. As stated in Verlinden (2025), leaders with diverse traits are excellent, thus they can readily provide training and guidance programs to enhance leadership skills. Data suggests that 3.4 times are often rated as the best place to work in the organization but rating their leaders' quality as good or excellent is only 40%.

Since there is no standard training for new school leaders, certain school districts offer their programs to enhance school heads' guidance based on their individual requirements. Of the research gaps for the study to settle is the lack of studies on how school leaders impact the retention of their educators by applying different leadership styles by fostering an encouraging school atmosphere. This was likewise the assertion made by Shuls & Flores (2020), who found that successful schools did not have explicit teacher retention regulations. Instead, they possess guidelines that promote teacher voice and support teacher induction and development.

More so, educational issues emerge as the school, led by school administrators, is required to instigate and advocate for educational transformation in reaction to societal shifts. Recognizing the traits and abilities of instructional leadership in school administrators, leadership holds a certain immediacy. This scenario might be applicable in Area III of the Leyte Division, where numerous school administrators have the potential to become leaders in their regions, yet not all possess leadership abilities. Some are not seen at their posts, while others do not engage in supervisory responsibilities, which is a crucial function of a school administrator. As a school administrator, the researcher faces the task of highlighting this issue and examining this aspect, especially in the division of Leyte where she serves and acts as a school administrator in a

particular public secondary school. Therefore, it is from this viewpoint that this study is developed, and the researcher aims to gather firsthand data and information that could enable the Department of Education to understand the underlying causes of specific educational challenges and to primarily acknowledge the role and position of the school administrator as a concern. The school administrators demonstrated a need for enhancement, reflected by their limited exposure, especially in seminars and training sessions at the international level. Regarding leadership skills, the school administrators have also shown their effectiveness in these roles. Likewise, they have exhibited effectiveness in their leadership behavior. Hence, school performance appeared to have significant correlations with various socio-demographic profile factors and the leadership skills of the school administrators.(Pricellas et al., 2016).

Instructional leadership continues to be a challenge in nearly every school worldwide mainly due to its limited definition when compared to the vast array of responsibilities held by principals and other school leaders.Prytulaet al. (2015) referenced Strong (1993) noting that fulfilling the role of instructional leadership is challenging due to the significant amount of managerial responsibilities and expectations involved. Numerous demands placed on school administrators have arisen from social influences and others from policy matters (Jenkins, 2015), yet they have all led to “leadership issues including the addition of more responsibilities without matching authority, a discrepancy between management and leadership despite longer work weeks, a rise in uncertainty and complexity, and a drop in morale and enthusiasm.” Furthermore, the roles of school principals and school administrators have broadened as various community sectors expect different results from schools, requiring administrators to address numerous demands (Cohen et al., 2015). Instructional leadership ought to focus not only on the teaching and learning facets of school leadership but should also emphasize organizational management aimed at enhancing instruction rather than on the daily aspects of teaching and learning.

The MATATAG initiative aims to address fundamental issues in education, specifically MA – Ensure the curriculum is pertinent to cultivate job-ready, engaged, and responsible individuals; TA – Implement measures to hasten the provision of basic educational resources and services; TA – Foster the welfare of students by encouraging learner well-being, inclusive education, and a supportive learning environment; and G – Provide assistance to educators to enhance their teaching (CBS Supports DepEd MATATAG Goals - China Bank Savings, n.d.).

The Matatag Curriculum, as articulated by Jocelyn Andaya, Director of the DepEd Bureau of Curriculum Development, embodies a holistic approach to education that prioritizes hands-on activities and age-appropriate experiences. This approach, characterized by a play-based methodology, seeks to empower learners by nurturing their critical thinking, problem-solving, and creativity—an essential framework for maneuvering through the intricacies of the 21st century (Bacelonia, 2023)

Furthermore, the development of the Matatag Curriculum was not solely motivated by a desire to improve performance in international assessments like the Programme for

International Student Assessment (PISA). Undersecretary Michael Poa emphasized that the curriculum overhaul was a comprehensive endeavor, informed by the insights of over a thousand education experts from various sectors (Valente & Mendoza, 2024). Although the desire for enhanced performance in global standards is still unspoken, the main emphasis of the Matatag curriculum aims to alleviate the burden of competencies and create a supportive learning atmosphere that allows students to excel academically, socially, and emotionally.

Today's educational leaders in the Philippines need to guide their educators to achieve exceptional outcomes as assessed by the Results-Based Performance Management System, and this is achievable only when school leaders exhibit remarkable instructional leadership abilities that significantly impact teachers' effectiveness. This is contingent on how well school administrators execute their duties as instructional leaders and on the teachers' views of their self-efficacy. The research will employ the performance results of teachers for the academic year 2016-2017, utilizing the Individual Performance Commitment and Review Form (IPCRF). The participants were restricted to 16 department heads and Master teachers from 16 public Senior High Schools across the 16 Schools Division Offices in the National Capital Region.

School leaders, as caretakers of educational institutions, significantly contribute to fostering a conducive and supportive atmosphere for productive teaching and learning to take place. Through their effective leadership and administration, the Department of Education (DepEd) can cultivate quality educators and "well-rounded learners who are grounded in values, equipped with 21st-century competencies, and capable of driving the nation toward development and advancement" (DepEd Order No. 42, s. 2017, p.3). This aligns with the DepEd's aspiration of producing "Filipinos who ardently cherish their nation and whose principles and skills empower them to achieve their utmost potential and play a significant role in nation-building" (DepEd Order No. 36, s. 2013).

"To guarantee its successful execution, in addition to the recruitment of 5,000 administrative staff for 2023 and another 5,000 for 2024, we will also be allocating extra [Maintenance and Other Operating Expenses] to allow our schools to engage the essential administrative support personnel." A 2019 study by the [Philippine Institute for Development Studies \(PIDS\)](#) earlier warned against assigning administrative responsibilities to teachers, as this diverts their focus from their essential role as educators. Public school teachers frequently participate in activities connected to different state initiatives, moving beyond their core functions in education, such as offering assistance during elections. As a temporary measure, the policy mandates schools division offices (SDOs) to promptly execute clustering strategies and assign administrative support staff to grouped schools (*DepEd Eliminates Administrative Duties for Educators to Guarantee "increased Classroom Time,"* n.d.).

The educational system in the Philippines has undergone significant enhancement, particularly following the introduction of the K-12 Program in 2012. However, despite these efforts, there remains a continuous deficit in leadership abilities among school administrators,

particularly regarding their ability to enhance student learning results and the quality of teaching. Research indicates that school administrators play a crucial role in ensuring effective instruction, primarily by overseeing teachers, promoting their professional development, and providing the necessary support (Mendels & Mitgang, 2013). Nevertheless, numerous principals and administrators do not possess the leadership skills needed to navigate the complex challenges of school leadership, encompassing instructional leadership and organizational management. School leaders in Area 5-B, Schools Division of Leyte, face challenges in finding a balance between their administrative and instructional leadership duties.

Past studies suggest that there might be deficiencies in instructional leadership in Leyte due to certain administrators' insufficient presence or engagement in essential supervisory responsibilities (Pricellaset al., 2016). The latest policy adjustments from the Department of Education and the MATATAG curriculum underscore the essential functions that school leaders fulfill in fostering teacher growth and enhancing student success. Nonetheless, further progress is necessary, particularly regarding leadership training and access to more sophisticated professional development opportunities such as international seminars.

The pressing need for a broader understanding of the leadership skills of school administrators in Area 5-B of the Leyte Division led to the initiation of this research. Evaluating the current leadership capabilities of school administrators is crucial as the Department of Education pushes for enhanced instructional leadership to advance teaching and learning. For school administrators to effectively guide their institutions in alignment with national educational reforms, such as the MATATAG program, and to elevate educational standards in the region, this study seeks to identify the specific competencies that require further enhancement. By examining the leadership skills of school administrators, the research will provide valuable insights into how leadership development programs and policies can be more effectively tailored to tackle the unique challenges faced by administrators in the Leyte Division. Ultimately, this will aid in fostering a learning environment that enhances both student success and teacher effectiveness.

## REVIEW OF RELATED LITERATURE

**Conceptual Literature.** This research is based on the Leadership Theories by TreedyHeller (1982). He proposed that the core of leadership lies in followership. It is the readiness of individuals to follow that establishes someone as a leader. Leaders are required to perform all their responsibilities to merge human and material resources effectively to reach goals. The Trait Theory posits that a leader is seen as a "great man" whose exceptional qualities inspire others to follow, serving as a method for identifying key traits of effective leaders. It was believed that this method could help pinpoint essential leadership characteristics, allowing for the recruitment, selection, and appointment of individuals with such traits into leadership roles. This approach was prevalent in military contexts and remains a criterion for selecting candidates for commissioned roles. Another theory that underpins this study is the Path-Goal Theory, which indicates that specific leader behaviors aid in clarifying group objectives, while other behaviors encourage

effective tools and responses from the follower group. The above theories address only a limited aspect of the overall leadership challenge. A comprehensive theory of leadership must clarify how leaders arise in initially chaotic groups; how leadership is sustained after a role structure has been established and solidified; how the personality and actions of leaders correspond with the responses of followers and the group; and the circumstances in which certain leader personality traits and behaviors prove to be effective. The aforementioned theories are pertinent and essential to the current research because the concepts being demonstrated are connected to the factors addressed in the current research on leadership abilities.

**Research Literature.** The principal's role is complex and encompasses every facet of school administration. Within the multifaceted teaching and administrative management process, principals may inevitably face various difficulties and obstacles in leadership. Nothing in existence can be flawless, and neither can principals' leadership.

In regard to the personal profiles of school leaders, The Women in Learning Leadership research initiative (WiLL) builds on this developing body of research to gain a deeper insight into the position and function of female school leaders. They introduced the Southeast Asia Primary Learning Metrics (SEA-PLM) data from 2019 to analyze the makeup of school leadership in the area and its impact on student performance, including examining gender disparities. They noted that women are still underrepresented in leadership roles in half of the nations involved in SEA-PLM – Cambodia, the Lao People's Democratic Republic, and Malaysia. In these countries, 18 percent, 25 percent, and 41 percent of Grade 5 students attend schools where women are in leadership positions, respectively. Furthermore, they asserted that nations with a greater percentage of female educators tend to have more female school leaders. Nearly 80 percent of fifth-grade students in Myanmar, the Philippines, and Vietnam are taught by a female teacher, and these nations also possess a greater proportion of female school leaders (Unicef, 2024).

Moreover, in relation to marital status among educational leaders, the examination in the research of Cevik & Doğan (2025) demonstrated that variables such as educational attainment, academic standing, and marital condition did not have a significant impact on psychological resilience in the model. In particular, the findings revealed that alterations in these factors (along with their corresponding coefficients and confidence intervals) did not result in substantial differences in psychological resilience, as all p-values exceeded 0.05, signifying a lack of statistical significance. Aligned with the school heads' profile, is the research on Status and Educational Attainment as Indicators of School Principals' Competencies in Philippine Public Schools indicates that educational attainment is the strongest predictor of skills in academic leadership and coaching. The research concludes that the degree of essential competence among principals may play a role in the performance issues of certain schools. It is concerning to observe that principals are lacking ongoing professional development. (Kintanar, 2017).

On the other hand, the examine Whether the Age and Experience of Educators Affect Their Effectiveness in Higher Order Thinking Skills, by Ismail, Rozita & Aba (2018), sought to better

education services. To boost student learning and prepare them for the future, researchers examined teacher effectiveness. Their results indicated that a notable variation exists among age, experience, and teacher effectiveness. Therefore, taking into account teacher age and experience is essential for enhancing teaching quality and student performance.

Furthermore, in relation to the gender profiles of teachers, as referenced in the Proceedings of the 2023 8th International Conference on Modern Management and Education Technology (MMET 2023), the findings indicate that female educators do not exhibit significant impact on the three subjects of female students, while no notable effect on male students' performance is observed when male teachers are present. There is insufficient evidence to demonstrate that same-sex teachers positively influence students' performance. Additionally, the findings indicate that female teachers do not significantly affect the performance in the other two subjects, apart from the English outcomes of female students from rural areas. (Feng, 2023). It is more probable that their extra profiles influence its effect on the outcomes of their teaching performance from Multiple Linear Regression Analysis indicated that educational level and the quantity of training sessions participated in were important factors influencing teaching performance, whereas teaching role and teaching experience were determined to be insignificant factors (Sumanga, C., Batuigas, F., Leyson, F., Fernandez, L., & Napil, J., 2022).

According to Bush (2022), principals face numerous demands from various sources, including the wider society, families, the stress of accountability and autonomy, and the difficulty of finding equilibrium between leadership and the system's need for education. The COVID-19 pandemic was an example of a very challenging situation for principals. It required that principals quickly adapt to remote learning, safety measures, and changing regulations. Principals had to navigate the complex logistics of ensuring that students and personnel were secure, facilitate education through online learning, and uphold a feeling of community in their educational institutions.

Mutch (2018) asserts that there has been limited research on crisis leadership in the context of school or educational leadership, focusing instead on other emergency conditions that affect education, such as earthquakes.

In their analysis of practical studies regarding educational leadership in times of crisis, Striepe & Cunningham (2021) emphasize the importance of paying attention to this discrepancy, as crisis leadership might require a unique combination of skills and qualities. In times of crisis, school leaders must take on different responsibilities than usual. Their assessment suggests the necessity for abilities like crisis care, stakeholder engagement, multifaceted communication, and intricate decision-making abilities.

Tintoret al. (2020) carried out an analysis of the difficulties encountered by school leaders between 2003 and 2019, pinpointing the subsequent issues associated with the intricate aspects of principal leadership: management difficulties, complexity issues, and learning obstacles, along

with interactions with various stakeholders, including educational authorities and policy, staff and educators, learners, households and school communities, and society. This review implied that principals face a substantial number of problems and challenges, and that solutions are not simple.

However, suggestions suggest that principals develop new leadership forms that include pedagogical knowledge and are more distributed. Similarly, a meta-analysis by Adams & Muthiah (2020) found three challenges faced by school principals in the 21st century hindering the successful execution of leadership. There were individual challenges, including the deficiency of abilities and knowledge; school environmental challenges, such as the insufficiency of resources and equipment and the lack of well-trained personnel; and stakeholder challenges, such as the intervention measures by educational departments and parents' negative attitudes.

Leadership development for school principals is essential to enhancing educational quality, promoting teacher and student growth, and ensuring that schools can adapt to the changing demands of the education landscape. Leadership development is the enhancement of shared competencies among organizational members to actively engage in the functions and responsibilities of leaders in order to foster commitment, consistency, and guidance (Kjellstrom et al., 2020).

Today, organizations recognize the urgency of leadership development and the need for new and different leadership skills to thrive in the current environment of vagueness, complexity, ambiguity, and turbulence. Furthermore, we must not restrict leadership development to a select group of senior leaders. Instead, all personnel require related communication, interpersonal, and technological abilities (Moldoveanu & Narayandas, 2019).

Additionally, Schweiger et al. (2020) state that after participating in leadership development and training, leaders need to be especially humble in the perspective of being guides to preserve the genuine significance and strength of leadership.

This study primarily draws its constructs from two theories. The two theories are the Competency Model by Spencer & Spencer (2015) and the Three-Skills Approach by Katz (2015) and Mumford et al. (2015).

Spencer & Spencer developed the competency model in 2015. It is also known as the Competency Assessment Triangle or the Spencer Model. The framework recognizes, evaluates, and enhances competencies in individuals within corporate environments. The model comprises three primary elements. Traits: These are individuals' inherent characteristics and personal attributes that contribute to their ability to develop competencies at work. They can include such attributes such as drive, self-assurance, and flexibility. Abilities: Individuals acquire specific abilities or behaviors through education, training, and experience. Skills

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involve the application of knowledge to perform a particular task or function effectively. As time passes, people can enhance and refine their abilities. Knowledge: This encompasses the collection of facts, data, and insights that individuals gain through education or personal experience. Knowledge serves as the basis for cultivating skills and competencies. As per the model, skill and knowledge competencies are generally apparent or readily observable. In contrast, personality traits, self-image, and motivational competencies are concealed, more profound, and not easily perceptible. The conceptual framework of the Iceberg Competency Model expands on these concepts, serving as a metaphor to explain the various layers of competencies' components. Thus, the iceberg analogy consists of three tiers: 1) Observable behavior refers to the actions and skills that are directly observable or measurable. 2) Underlying skills and knowledge that are not always immediately visible but are critical to the effective exhibition of skills. 3) Personal traits and motivations, which are considered the deepest layer that affect a person's capacity and eagerness to gain the expertise and understanding. Organizations often use the model to pinpoint employee development areas by concentrating not only on surface-level behaviors but also on the underlying factors that influence the progression of skills. This research utilizes this model to create a structure for both easily measurable skills and those that need growth but might not be directly measurable. The study of leadership skills was founded by Robert L. Katz. The Harvard Business Review released a seminal article by Katz in 1955. Many academics have built upon this classic theory. This section of the theoretical framework cites and explains Katz's expanded research by Mumford et al. The overarching concept that Katz suggested was that leaders were required three basic personal skills: technical, human, and conceptual skills. Katz defines skills as what leaders can achieve, obtain, or cultivate through training. The three skills include: Technical Skills: Technical skills pertain to the understanding and expertise in a particular task or activity. For example, school administrators must know how to develop coursework and evaluations or have knowledge of academic criteria and guidelines. Human Skills: Human skills are the ability to work with people or can be regarded interpersonal skills. These competencies enable leaders to collaborate successfully with their team members, colleagues, and higher-ups. A leader with human skills is attuned to the needs of others and can relate well to them. Conceptual Skills: Conceptual skills are the ability to work with ideas and abstract ideas. Conceptual abilities are crucial for developing a vision and strategic framework for the school. Leaders possessing conceptual abilities can conceptualize in terms of the abstract or theoretical. Mumford et al. expanded on Katz's work in 2000, creating the skill-based model. Mumford et al. classify their five-part skill-oriented framework into three fundamental components: personal traits, abilities, and leadership outcomes. The competency model provided the framework for the leadership competencies or variables related to the principal's abilities, expertise, self-concept, traits, and personal characteristics. The three-skills approach is the framework for grouping those skills into technical, interpersonal, or theoretical aspects. Furthermore, the human skills underscored in this research highlight those related to social judgment abilities. The study concentrates on the skills associated with problem-solving.

## FRAMEWORK OF STUDY

**Theoretical Framework.** To obtain a comprehensive grasp of the research, the investigators utilized *Competence Theory* as the basis of the research. This theory guides heads of professional groups and organizations since their prospects rely on synchronized plans to tackle the professional growth challenge. This theory centers on the fundamental abilities, skills, and knowledge that people require to carry out tasks successfully. It highlights the cultivation of particular competencies that are crucial for achievement in different positions (Lawson et al., 2020). This idea was reinforced by the findings stated by Acera & Tan (2023), where they regarded competence theory as a framework for school leaders in managing educators and responsibilities to attain outstanding results. This theory validates the school leaders' management principles in activities like arranging, coordinating, and managing processes associated with the resources and approaches utilized by the school leaders in carrying out responsibilities. The abilities of the school leaders involve positioning themselves as a personal role model, communicating about future trends that impact the educator and institution, commending individuals for their excellent work, and pushing people into new and innovative ways.

A related concept of the principles of competence theory is also the *competence motivation theory*. It originated in the mid-20th century, rooted in the psychologists Robert White and Susan Harter, when scholars started to challenge the prevailing behaviorist model of the era. They observed that both humans and animals frequently participated in exploratory and mastery actions that could not be accounted for by straightforward reward-punishment frameworks. This theory stands as an essential element in considering insights into human behavior and achievement. With this principle, the school leaders acknowledged the competence of this instrument to elucidate and enhance educational successes, individual development, and professional growth (NeuroLaunch Editorial team, 2024).

The theories referenced above are pertinent to the current research, thereby emphasizing the particular talents and competencies required for dynamic leadership. This parallels the research's aim of comprehending how school leaders can augment their management practices to improve teaching and learning outcomes. Moreover, both concepts establish a framework for developing the competencies essential for school headship. They apprise the creation of training initiatives for new principals, making sure these initiatives tackle the specific challenges and benchmarks of the school district. Both concepts are probably highlight the role of self-motivation in attaining expertise and achievement. This is vital for school heads as it implies that enthusiastic educators are more prone to be involved in effective teaching practices, which ultimately advanced student learning outcomes.

## II. Methodology

### Research Design

The research investigation employed a descriptive-correlational research framework. It is considered descriptive quantitative as it assesses the profiles of school heads and educators with respect to age, gender, marital status, highest educational level achieved, job title/designation, field of specialization, years of administrative experience, years of teaching experience, and the total number of pertinent training/seminars attended; along with the level of leadership skills of school administrators. Furthermore, this study is correlational as it examines the relationships between the variables mentioned. The investigators obtained approval from the head of the office where the study took place and submitted a cover letter to the school division Superintendent requesting consent for the research. The researchers distributed, managed, and collected the questionnaire from the participants. The answers were compiled, examined, and interpreted through different statistical methods, such as percentage, simple mean, and rank summation.

### Sample of the study

School officials from the Schools Division of Leyte constituted the sample for the research. This group includes principals, assistant principals, and various administrative leaders who directly oversee school operations. Purposive sampling was utilized for the chosen 50 respondents to ensure that every school leader in the district was included. To obtain experienced insights on leadership effectiveness, the selection criteria focused on individuals with a minimum of two years' experience in administration.

A stratified sample of 200 educators from each institution was part of the investigation to provide feedback on the effectiveness of their leaders. This dual-layer sampling method ensured a comprehensive assessment of leadership skills by taking into account both the self-evaluations of the administrators and the evaluations from the teachers. By integrating perspectives from both parties, the research sought to deliver an equitable evaluation of the district's views and practices related to leadership capability.

### Procedures

The selected school leaders were given a standardized leadership skills questionnaire as a component of the study's mixed-methods strategy. The survey assessed key leadership skills such as management, communication, and decision-making. Administrators were provided sufficient time to complete the questionnaire, ensuring their responses would truly reflect their existing leadership approach and effectiveness of leadership, classroom instructors will also complete an independent evaluation of their school administrators. In order to identify trends and levels of proficiency, the survey information was analyzed quantitatively.

## Data Processing

This research, "Leadership Skills of School Administrators of Hilongos South District, Schools Division of Leyte," employed a quantitative research methodology utilizing data gathered through structured surveys administered to school administrators and educators. Data handling began with organizing and prepping, verifying questionnaires for thoroughness and precision, and addressing missing or inconsistent data. Descriptive statistics such as means, standard deviations, and frequencies were then calculated to characterize respondent profiles in terms of their age, sex, marital status, education level, experience, and training, individually for school leaders and educators. Examination of leadership skills in five domains: Curriculum and Instruction, Educational Atmosphere, Management, Oversight and Responsibility, Funding, and Resource Management also employed descriptive statistics with means and standard deviations. To evaluate the research hypotheses, inferential statistical analyses were conducted employing linear regression analysis to examine the connection between school leader characteristics and leadership skills while T-test ascertained whether substantial variations in competencies were present based on the profiles of school heads. In conclusion, the descriptive and inferential results guided the creation of a suggested training plan for school leaders, focusing on aspects where skill levels were lacking.

## Ethical Considerations

The examination of moral concerns is essential at every phase of the study to maintain a balance between the possible dangers of the research and the expected advantages. In this current study, the researchers adhered to the data collection procedures from obtaining consent to the audio-recording stage. In the phase of collecting data, the surveys were conducted using a direct interaction method. Prior to this process, informed consent was secured from every participant, making certain they comprehended the aim of the research, their rights, and the voluntary aspect of their involvement. Confidentiality of the data was maintained throughout the research activities, with all identifying details either eliminated or coded to safeguard the privacy of the participants.

**Informed Consent.** This research process was crucial in helping individuals comprehend the possible risks and advantages of taking part in a study or undergoing treatment. It is a basic ethical and legal obligation that safeguards individuals' autonomy and rights.

**Data Confidentiality.** This process protected participants' private details from unauthorized access, usage, or revelation. It's an essential ethical guideline that protects participants' privacy and averts harm. Data Confidentiality was vital for ensuring participants' privacy and confidence in research.

### III. Results and Discussion

The study investigated the profiles and leadership competencies of 50 school heads and 200 schoolteachers, uncovering important insights into their demographics and professional qualifications. Most school heads were female (62%), married (82%), and relatively young, with 30% aged between 28-34. Most held advanced degrees (82%), and nearly half (48%) had less than 10 years of administrative experience. A considerable portion (80.49%) reported attending 4-6 professional development seminars, with common positions being Head Teacher (38%) and Principal (34%). On the contrary, the teaching staff was predominantly female (73.50%), with most respondents aged 35-41 years (22%) and married (83.50%). The educational attainment of teachers revealed that 42.50% held Master's Degree Units, while 55% were designated as Teacher III, indicating a commitment to professional growth among educators.

The findings on leadership competencies emphasized a "Moderate" overall performance with a grand mean score of 3.36. While school administrators exhibited strengths in creating a positive Learning Environment (3.44) and in Human Resource and Team Development (3.44), areas such as Curriculum and Teaching (3.35) and Leadership (3.23) showed the need for room for improvement. Targeted capabilities included effective collaboration with stakeholders, governance, and accountability, while enhancement was needed in integrating peace topics and ensuring timely compensation for staff. The study also revealed meaningful connections between the profiles of school heads and their leadership competencies, with factors such as age, educational attainment, designation, and seminar attendance affecting their effectiveness. This highlights the importance of targeted professional development to improve leadership skills and improve educational outcomes in schools.

### IV. Conclusion

The implications of this study's findings are significant and point to the following conclusions:

1. The study concludes that most school heads are relatively young, primarily female, and well-educated, with a significant number holding advanced degrees. Their inclusive involvement in professional development seminars suggests a dedication to improving their leadership competencies, although many have less than 10 years of administrative experience, bringing a light to a possible area for growth in their leadership roles.
2. The findings indicate that most teachers are middle-aged, primarily female, and married, revealing a pattern of family life development before pursuing a teaching career. The high percentage of teachers holding higher education and their active participation in professional development activities exhibited a strong commitment to improving their teaching skills and adapting to the innovative educational system.

3. School administrators showed moderate competency (3.35) in curriculum and teaching. Strengths included ALS learner certification and industry engagement in TLE-TVL. However, weak points were identified in integrating peace education, creating contextualized materials, and using test analysis to improve teaching. Targeted enhancement in these areas is needed to improve curriculum management and teaching effectiveness.
4. School administrators showed high competency (3.43) in creating positive learning environments, excelling in areas such as preventing bullying and child abuse, and providing inclusive learning opportunities. However, augmentation is needed in mental health support, the ALS program, child protection committees, disaster preparedness, and accessibility for special education students. While a safe environment is instituted, further progress is required in these necessary support systems.
5. School administrators received a moderate rating (3.23) for their leadership competencies. They outshined in collaborating with stakeholders, governance, and having functional student and governance councils. However, there are opportunities for enhancement of overall leadership effectiveness. Greater attention is needed to solidify these practices and increase their impact.
6. School administrators exhibited high competency (3.44) in human resource and team development, leading in areas like professional development, performance reviews, and workload distribution. However, enhancements are needed in infrastructure and providing prompt payment to amplify effectiveness in managing human resources.
7. In general, school administrators have moderate levels of leadership competencies, with an average score of 3.36. They need to augment curriculum and teaching (3.35) and leadership (3.23). However, they lead in creating a positive learning environment (3.44) and in human resource and team development (3.44), implying their expertise in building a positive culture and encouraging employee advancement.
8. There is a significant relationship between the profiles of school heads and their leadership competencies. Since the p-value is less than 0.05, the null hypothesis is *rejected*, indicating that the characteristics of school heads influence their leadership skills.
9. The study found significant differences in leadership competencies based on age, education, designation, and training attended. Therefore, the null hypothesis is *rejected*, confirming that these factors do influence the leadership competencies of school heads.

## V. Recommendations

Based on the findings, the following recommendations are proposed:

1. Offer targeted professional development for school administrators, aiming at curriculum management, instructional leadership, integrating peace education, generating contextualized learning materials, utilizing test item analysis, and firming up disaster preparedness and support systems for students with special needs and mental health concerns. Highlight training for those with less than 10 years of experience.
2. Increase resource allocation to enhance educational facilities and ensure timely compensation for all staff.
3. Implement programs to improve leadership competencies, mainly in strategic planning and collaboration with stakeholders. Concentrating on fortifying the purpose of school governance councils and student governments.
4. Employing data from performance reviews and test analysis to inform decisions and improve teaching practices.
5. Establish mentorship programs to support administrators, especially those in the early stages of their careers.

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