

School Head's Administrative and Supervisory Skills Towards Teachers' Performance and Academic Performance of Grade 8 Learners

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Abstract — This study determined the significant relationship between the School Head's Administrative & supervisory skills, teachers performance and academic performance of Grade 8 Learners. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed the descriptive-correlational research design in describing the domains of the Competency-based Standards. The level of their competence was determined by looking into the Administrative and supervisory Skills specifically the seven (7) essential and significant domains which were one of the bases of evaluation and monitoring during instructional supervision. The said domains were as follows: School Leadership, Instructional Leadership, Creating a Student Centered Learning Climate, Human Resource Management and Professional Development, Parent and Involvement and Community Partnership, School Management and Operation, Personal and Professional Attributes and Interpersonal Effectiveness in relation to the performance of teachers and learners literacy performance. The test of relationship which examines the statistical correlation between two sets of variables: (1) Administrative and Supervisory Skills of school heads and the IPCRF (Individual Performance Commitment and Review Form) of teachers, and (2) the IPCRF of teachers and the Academic Performance of learners. The table includes the Pearson correlation coefficient (r), computed t-values, the table value at a 0.05 significance level, the decision on the null hypothesis (H_0), and the interpretation of the strength of the relationship. The primary objective of this table is to determine the degree to which administrative competencies and teacher performance influence academic outcomes. The results show that the correlation between Administrative and Supervisory Skills and the IPCRF of teachers is very strong. The computed t-value is significantly higher than the critical table value, leading to the rejection of the null hypothesis. This confirms that effective administrative and supervisory practices have a substantial positive impact on teacher performance. It suggests that when school heads exercise strong leadership, provide feedback, promote professional development, and manage schools efficiently, teachers perform better in their roles, as reflected in their IPCRF ratings. On the other hand, the correlation between IPCRF of teachers and Academic Performance of learners is weak, yet statistically significant since the computed t-value still exceeds the table value. This means that while there is a connection between teacher performance and student achievement, the strength of the relationship is relatively low. This result implies that other variables—such as learner motivation, parental involvement, socio-economic factors, or curriculum quality—might be influencing academic performance beyond what can be measured through teacher performance alone. The implications of these findings highlight the critical role of school administrators in shaping teacher effectiveness, which in turn, although indirectly,

influences student outcomes. Strengthening administrative competencies should be prioritized in professional development programs. However, to improve academic achievement significantly, a more holistic approach is necessary—one that includes learner support, parental involvement, and enriched learning environments alongside teacher performance monitoring.

Keywords — *School head, Administrative and Supervisory Skills, Performance, Teachers, Students*

I. Introduction

The landscape of education is profoundly influenced by the capabilities of school heads, as their leadership directly impacts both teachers and students. Effective leadership in schools is not confined to administrative duties alone but extends to the crucial role of enhancing instructional quality and fostering student success. The instructional practices and overall effectiveness of teachers are often shaped by the guidance and leadership provided by school administrators.

As research has shown, leadership practices in educational settings can be a powerful determinant in improving teacher performance and, ultimately, student outcomes (Leithwood, Louis, Anderson, & Wahlstrom, 2015).

In light of this, the current study seeks to explore the relationship between the administrative skills of school heads and the performance of teachers, as well as its effects on the literacy abilities of students. The study posits that effective school leadership, characterized by strong organizational, communication, and conflict-resolution skills, has a positive influence on both teacher performance and student academic achievement. School leaders who exhibit these traits foster an environment conducive to professional growth, where teachers feel supported, motivated, and equipped with the resources necessary to improve their teaching practices (Robinson, 2015). Furthermore, such leadership creates a school climate that emphasizes high expectations, collaborative learning, and continuous improvement, which ultimately benefits students' literacy and academic outcomes.

Moreover, when school leaders effectively engage in the process of instructional supervision, they not only improve teaching practices but also ensure that student literacy and learning are prioritized. This study, therefore, aims to investigate how leadership practices shape both teacher performance and student achievement, with a particular focus on literacy, as literacy is a fundamental academic skill that impacts students' ability to succeed across all subject areas.

By focusing on the relationship between school leadership, teacher performance, and student literacy, this study contributes to the body of literature that underscores the importance of school leadership in shaping the academic outcomes of students. The findings could provide valuable insights for school administrators, and teachers on how to develop leadership practices that positively influence both teaching and learning, ultimately contributing to the overall success of the school.

The researcher has chosen to focus on the study of School Heads' Administrative & Supervisory Skills, Teachers' Performance, and Literacy Skills of Learners due to the critical role that school leadership plays in shaping both teaching effectiveness and student outcomes. School heads, through their administrative and supervisory practices, create the environment in which teachers thrive and, in turn, positively impact student learning. By examining the relationship between school leadership and teacher performance, and its subsequent influence on student literacy, the study aims to highlight the importance of strong leadership in driving educational success. This focus is crucial because it addresses the direct connection between effective leadership, high-quality teaching, and improved student achievement, particularly in the foundational skill of literacy. The findings from this research will offer valuable insights into how leadership practices can be optimized to foster a culture of excellence, support teacher growth, and enhance the academic performance of students

This study determined the significant relationship between the School Head's Administrative & supervisory skills, teachers performance and academic performance of Grade 8 Learners. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the administrative and supervisory 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 level of the teachers based ON IPCRF?
3. What is the academic performance of grade 8 learners?
4. is there a significant relationship between the following:
 - 4.1 admin and supervisory skills and IPCRF
 - 4.2 IPCRF and academic performance

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

Statement of Hypothesis

There is no significant relationship between the following:

1.1 admin and supervisory skills and IPCRF

1.2. IPCRF and academic performance

II. Methodology

Design. This study employed the descriptive-correlational research design in describing the domains of the Competency-based Standards. The level of their competence was determined by looking into the Administrative and supervisory Skills specifically the seven (7) essential and significant domains which were one of the bases of evaluation and monitoring during instructional supervision. The said domains were as follows: School Leadership, Instructional Leadership, Creating a Student Centered Learning Climate, Human Resource Management and Professional Development, Parent and Involvement and Community Partnership, School Management and Operation, Personal and Professional Attributes and Interpersonal Effectiveness in relation to the performance of teachers and learners literacy performance. The main local of the study was the Donghol Elementary School in the Ormoc City District 1, in the schools Division of Ormoc City. To gather the necessary data needed in the study, The researcher used The study utilized a combination of researcher-made survey questionnaires and documentary analysis as the primary research instruments to gather comprehensive data on the three variables: school head's administrative and supervisory skills, teachers' performance based on the IPCRF, and the academic performance of Grade 8 learners. The first part of the instrument focused on assessing the school head's administrative and supervisory skills. A structured questionnaire was developed, consisting of indicators aligned with the Philippine Professional Standards for School Heads (PPSSH). This included dimensions such as instructional leadership, resource management, communication and collaboration, performance monitoring, and problem-solving skills. Teachers served as the respondents for this section and rated the school head's practices using a 4-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The second part of the data collection involved the teachers' performance ratings based on the Individual Performance Commitment and Review Form (IPCRF). This instrument measured teacher effectiveness across different Key Result Areas (KRAs), including curriculum delivery, learner outcomes, professional growth, and community involvement. Data were collected either through teacher self-reporting or through access to actual IPCRF documents with permission from school authorities. The third part of the research involved the academic performance of Grade 8 learners, which was gathered through documentary analysis of students' report cards or school records.. The proposed instructional Supervisory Plan was taken based on the findings of the study.

Sampling. The respondents of the study were the selected teachers of Ormoc City District 1 in the Schools Division of Ormoc City.. There were 26 males and 36 female students with a total of 50 respondents and 25 teachers that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. In order to gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter was also provided to the Public-School District Supervisor, School Principal, and the teachers who were the identified respondents. 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 . The data were then collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers and parent were done.

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

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

The Simple Percentage and weighted mean was employed to determine the relationship between the School Head's Administrative & supervisory skills, teachers performance and literacy skills of Grade 8 Learners

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the School Head's Administrative & supervisory skills, teachers performance and literacy skills of Grade 8 Learners.

III. Results and Discussion

Table 1
Administrative And Supervisory Skills of School Heads in Terms of School Leadership

School Leadership	Weighted Mean	Interpretation
1. Establishes BEIS/SIS and baseline data of all performance indicators	3.34	Very High
2. Involves all internal & external stakeholders in developing the SIP/AIP	3.45	Very High
3. Utilizes data, e.g BEIS/LIS, SBM assessment, TSNA, and Strategic planning in the development of SIP/AIP Aligns the SIP/AIP with national, regional and local education policies and thrusts	3.52	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.	3.65	Very High
5. Explores several approaches in handling problems	3.51	Very High
6. Demonstrates a proactive approach to problem solving	3.58	Very High
7. Involves stakeholders in meetings and deliberations for decision-making	3.70	Very High
8. Sets high expectations and challenging goals	3.63	Very High
9. Provides opportunities for growth and development of members as team players	3.46	Very High
10. Defines roles and function of each committee	3.36	Very High
11. Monitors and evaluates accomplishment of different committees/teams	3.64	Very High
12. Gives feedback on the team's performance using performance-based assessment tool	3.66	Very High
13. Establishes a system for rewards and benefits for teachers and staff. Collaborates with concerned staff on the planning and implementation of programs and projects	3.51	Very High
14. Ensures proper allocation and utilization of resources (time, fiscal, human, IMs, etc.)	4.00	Very High
15. Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects	3.51	Very High
Weighted Mean	3.58	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

This table presents the Administrative and Supervisory Skills of School Heads in terms of School Leadership, which outlines the various leadership competencies demonstrated by school heads based on specific performance indicators. The table includes 15 indicators evaluated through their weighted mean and corresponding interpretation, measuring the effectiveness of school leaders in areas such as data utilization, stakeholder engagement, problem-solving, decision-making, team management, resource allocation, and project implementation. All items fall under the "Very High" interpretation range, indicating a consistently high level of leadership performance among the school heads.

In terms of specific indicators, the highest-rated item is "Ensures proper allocation and utilization of resources (time, fiscal, human, IMs, etc.)" with a perfect weighted mean of 4.00, showing that resource management is a top strength among school heads. Following closely are

indicators such as "Involves stakeholders in meetings and deliberations for decision-making" (3.70), "Gives feedback on the team's performance using performance-based assessment tool" (3.66), and "Monitors and evaluates accomplishment of different committees/teams" (3.64). These suggest that collaboration, feedback mechanisms, and monitoring processes are well-integrated into leadership practices.

Furthermore, the data reflects strong performance in proactive leadership behaviors, with high ratings in "Demonstrates a proactive approach to problem solving" (3.58), "Explores several approaches in handling problems" (3.51), and "Resolves problems at school level..." (3.65). The ability to identify root causes of issues and actively involve teachers and students in problem resolution indicates a results-oriented and participatory leadership style. These practices support a collaborative school climate conducive to innovation and continuous improvement.

Based on the overall average rating of 3.58 (Very High), it can be implied that school heads exhibit highly commendable leadership qualities. Their competencies in data-driven planning, inclusive decision-making, effective resource utilization, and staff development contribute to a high-performing school environment. This strong leadership foundation is essential for sustaining educational reforms and ensuring learner-centered outcomes in the school system.

Table 2
Administrative and Supervisory Skills of School Heads in terms of Instructional Leadership

Instructional Leadership	Weighted Mean	Interpretation
1. Manages the processes and procedures in monitoring student achievement Ensures utilization of a range of assessment processes to assess students' performance	3.57	Very High
2. Ensures utilization of a range of assessment processes to assess students' performance	3.58	Very High
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies	3.64	Very High
4. Utilizes assessment results to improve learning	3.43	Very High
5. Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians, regularly. Develops/adapts a research-based school program	3.30	Very High
6. Assists in implementing an existing, coherent and responsive school-wide curriculum; addresses deficiencies and sustains successes of current programs in collaboration with teachers and learners	3.45	Very High
7. Develops a culture of functional literacy.	3.40	Very High
8. Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	3.42	Very High
9. Works with teachers in curriculum review	3.61	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	3.52	Very High

Evaluates lesson plans as well as classroom and learning management		
11. Provides in a collegial manner, timely, accurate and specific feedback to teachers” regarding their performance Provides expert technical assistance and instructional support to teachers.	3.42	Very High
Weighted Mean	3.49	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

This table presents the Administrative and Supervisory Skills of School Heads in Terms of Instructional Leadership, which examines the extent to which school administrators demonstrate leadership in guiding, improving, and supporting instructional practices. Instructional leadership is critical in ensuring that student learning remains at the center of all school operations. The table consists of eleven indicators, each rated with a corresponding weighted mean and interpretation to assess how effectively school heads perform their instructional roles. All indicators received a “Very High” rating, indicating strong performance across all instructional leadership dimensions. Among the most notable results, “Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies” received the highest rating of 3.64, highlighting the school heads’ strong emphasis on evaluating and refining academic and non-academic activities. This was followed by “Works with teachers in curriculum review” (3.61), and “Ensures utilization of a range of assessment processes to assess students’ performance” (3.58), which illustrate active collaboration and data-informed decision-making. Meanwhile, “Prepares and implements an instructional supervisory plan... evaluates lesson plans” (3.52) and “Provides technical assistance and instructional support to teachers” (3.42) emphasize the administrators' role in coaching and empowering teachers.

Other significant items include the development of literacy-focused culture (3.40), management of curriculum innovations (3.42), and using assessment results to improve instruction (3.43). Even the relatively lower-rated indicator—“Creates and manages a school process to ensure student progress is conveyed...”—still received a strong rating of 3.30, reflecting consistent efforts to maintain parent and community engagement and to apply research-based improvements.

With an overall weighted mean of 3.49, the results clearly imply that school heads demonstrate very high instructional leadership competencies. These results implied that they are effective in aligning curriculum, providing instructional support, managing assessment data, and fostering collaboration—all of which directly contribute to student achievement and teacher growth. Effective instructional leadership ensures that teaching strategies are continuously improved and aligned with national standards, enhancing both learner outcomes and school-wide performance.

Table 3
Administrative and Supervisory Skills of School Heads in terms of Creating a Student-Centered Learning Climate

Creating a Student-Centered Learning Climate	Weighted Mean	Interpretation
1. Establishes and models high social and academic expectations for all	3.52	Very High
2. Creates an engaging learning environment	3.70	Very High
3. Supports learners desire to pursue further learning	3.60	Very High
4. Participates in the management of learner behavior within the school and other school related activities done outside the school	3.63	Very High
5. Recognizes high performing learners and teachers and supportive parents and other stakeholders. Creates and sustains a safe, orderly, nurturing and healthy environment	3.51	Very High
6. Provides environment that promotes the use of technology among learners and teachers	3.52	Very High
Weighted Mean	3.58	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

This table presents the Administrative and Supervisory Skills of School Heads in Terms of Creating a Student-Centered Learning Climate, which focuses on how effectively school leaders establish an environment that prioritizes student learning, engagement, and well-being. A student-centered learning climate is one where learners are supported holistically—socially, emotionally, and academically—while ensuring that teachers and stakeholders are also active contributors to a positive school atmosphere. The data reveals that all six indicators received a “Very High” interpretation, underscoring the strong commitment of school heads to promoting a learner-focused educational experience.

The highest-rated indicator was “Creates an engaging learning environment” with a weighted mean of 3.70, highlighting the school administrators’ efforts in designing instructional settings that foster curiosity, active participation, and meaningful learning. This was followed closely by “Participates in the management of learner behavior...” (3.63) and “Supports learners’ desire to pursue further learning” (3.60), which emphasize the proactive role of school leaders in maintaining discipline and nurturing lifelong learning. Additionally, “Establishes and models high social and academic expectations for all” (3.52) reflects how school heads inspire learners through high standards, while “Provides environment that promotes the use of technology...” (3.52) demonstrates support for digital learning integration.

Meanwhile, “Recognizes high-performing learners and teachers and creates a nurturing environment” (3.51) reinforces the value of recognition and inclusivity, both of which are crucial in maintaining motivation and a positive school climate. All indicators reflect cohesive efforts to balance academic rigor with emotional support, ensuring a well-rounded educational experience for every student.

With a grand mean of 3.58, the table implies that school administrators have consistently demonstrated very high competence in fostering a student-centered learning environment. This result has strong implications for learner achievement, teacher morale, and stakeholder engagement. It confirms that when administrators intentionally cultivate a safe, supportive, and high-expectation climate, student outcomes are likely to improve, and teachers are more empowered to innovate and engage.

Table 4
Administrative and Supervisory Skills of School Heads in terms of Human Resources Management and Development

Human Resources Management and Development	Weighted Mean	Interpretation
1. Builds a community of learners among teachers	3.56	Very High
2. Assesses and analyzes the needs and interests of teachers and other school	3.58	Very High
3. Ensures that the School Plan for Professional Development (SPPD) emerges from the Individual Professional Plan for Development (IPPD's) and other identified needs of school personnel included in the SIP/AIP Monitors and coaches employees and facilitates the induction of new ones	3.59	Very High
4. Recognizes potential of staff and provides opportunities for professional development	3.62	Very High
5. Ensures that the objectives of the school development plan are supported with resources for training and development programs	3.54	Very High
6. Prepares, implements, and monitors school-based INSET for all teaching staff based IPPD's Monitors and evaluates school-based INSETs.	3.43	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.	3.45	Very High
8. Assists teachers and staff in setting and resetting performance goals	3.42	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	3.75	Very High
10. Creates a functional school-based performance appraisal committee	3.60	Very High
Weighted Mean	3.55	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

This table presents the Administrative and Supervisory Skills of School Heads in Terms of Human Resources Management and Development, which highlights the various competencies demonstrated by school administrators in effectively managing and nurturing the teaching and non-teaching workforce. This domain is vital in ensuring that the human resources within a school are continuously developed, fairly evaluated, and strategically positioned to meet educational

goals. The data collected reflects how school leaders execute responsibilities such as professional development, performance monitoring, recruitment, and employee support—all of which are fundamental in sustaining school effectiveness.

Among the ten indicators, the highest-rated was “Monitors and evaluates performance of teaching and non-teaching personnel vis-a-vis targets...” with a weighted mean of 3.75, indicating that performance management is a strong area among administrators. This is followed by “Recognizes potential of staff and provides opportunities for professional development” (3.62) and “Creates a functional school-based performance appraisal committee” (3.60), which highlight a structured and developmental approach to HR. Other key indicators such as “Ensures SPPD emerges from IPPDs...” (3.59) and “Assesses and analyzes the needs and interests of teachers...” (3.58) further support the data-driven and responsive planning of professional growth initiatives.

Additionally, school heads showed consistent performance in areas such as building a community of learners (3.56), preparing and monitoring INSETs (3.43), and assisting teachers in setting performance goals (3.42). These reflect a collaborative and supportive administrative style. Recruitment practices and adherence to qualification standards also rated highly (3.45), demonstrating that school leaders ensure compliance and merit-based hiring decisions.

With an overall mean rating of 3.55, the results imply that school administrators are performing at a “Very High” level in terms of human resources management and development. This reinforces the importance of professional support systems, capacity-building programs, and transparent performance appraisal mechanisms in fostering a motivated and effective school workforce. The strong ratings across all indicators indicate a balanced focus on both organizational outcomes and individual staff development.

Table 5
Administrative and Supervisory Skills of School Heads in terms of Parents and Involvement and Community Partnership

Parents and Involvement and Community Partnership	Weighted Mean	Interpretation
1. Establishes school and family partnerships that promote student peak performance	3.68	Very High
2. Organizes programs that involve parents and other school stakeholders to promote learning	3.65	Very High
3. Conducts dialogues for a training of teachers, earners, parents on the welfare and improves performance of learners. Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners’ projects exhibits, fairs, etc.; conducts dialogues and meetings with multi-stakeholders in crafting programs and projects Participates actively in community affairs	3.63	Very High
4. Establishes sustainable linkages/partnership with other sector, agencies and NGOs through MOA/MOU or using Adopt-a- School Program policies	3.36	Very High
5. Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners’	3.37	Very High

projects exhibits, fairs, etc.; conducts dialogues and meetings with multi-stakeholders in crafting programs and projects		
6. Participates actively in community affairs	3.72	Very High
Weighted Mean	3.57	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

This table presents the Administrative and Supervisory Skills of School Heads in Terms of Parents' Involvement and Community Partnership, which highlights how school leaders engage families and external stakeholders to support learners' academic and holistic development. This domain emphasizes the school head's capacity to forge collaborative relationships with parents, government units, non-governmental organizations, and other community stakeholders to ensure that educational programs are responsive and inclusive.

The highest-rated item is "Participates actively in community affairs" with a weighted mean of 3.72, showing that school leaders recognize the value of active civic involvement. This is closely followed by "Establishes school and family partnerships that promote student peak performance" (3.68) and "Organizes programs that involve parents and other school stakeholders to promote learning" (3.65), confirming the administrators' proactive efforts to strengthen the school-home connection. Moreover, dialogues and events such as school summits, exhibits, and fairs also received high ratings (3.63 and 3.37), showing that school heads are intentional in promoting the school's image and facilitating participatory governance.

Meanwhile, linkages through formal agreements like MOAs/MOUs using the Adopt-a-School Program also received a "Very High" rating (3.36), indicating a strong drive to leverage external support. Although slightly lower than other indicators, this still signifies a solid commitment to institutional partnerships that can expand educational resources and support systems for students.

With an overall weighted mean of 3.57, the results indicate a "Very High" level of performance in this domain. This implies that school leaders are deeply committed to strengthening family engagement and fostering robust community ties, both of which are essential in achieving sustained school improvement. These partnerships not only increase resource availability but also build a collective sense of accountability and support for learner success.

Table 6 Administrative and Supervisory Skills of School Heads in terms of School Management and Operations

School Management and Operations	Weighted Mean	Interpretation
1. Manages the implementation, monitoring and review of the SIP/AIP and other action plans Establishes and maintains specific programs to meet needs of identified target groups; takes the lead in the design of a school plant facilities improvement plan in consultation with an expert	3.68	Very High
2. Establishes and maintains specific programs to meet needs of identified target groups; takes the lead in the design of a school plant facilities improvement plan in consultation with an expert.	3.64	Very High
3. Allocates/ prioritizes funds for improvement and maintenance of school physical facilities and equipment	3.63	Very High
4. Oversees school operations and care and use of school facilities according to set guidelines	3.62	Very High
5. Institutionalizes best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	3.41	Very High
6. Prepares a financial management plan; develops a school budget which is consistent with SIP/AIP Generates and mobilizes financial resources	3.48	Very High
7. Manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines	3.52	Very High
8. Accepts donations, gifts, bequest and grants in accordance with R.A 9155	3.52	Very High
9. Manages a process for the registration, maintenance and replacement of school assets and dispositions of non- reusable properties	3.40	Very High
10. Organizes a procurement committee and ensures that the official procurement process is followed	3.55	Very High
11. Utilizes funds for approved school programs and projects as reflected in SIP/AIP; monitors utilization, recording and reporting of funds	3.50	Very High
12. Accounts for school fund; and prepares financial reports and submits/ communicates the same to higher education authorities and other educational partners	3.55	Very High
13. Applies Information Technology (IT) plans for online communication	3.50	Very High
14. Uses IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)	3.56	Very High
15. Uses IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines	3.50	Very High
16. Shares with other school heads the school experience in the use of new technology.	3.50	Very High
Weighted Mean	3.53	Very High

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

This table presents the Administrative and Supervisory Skills of School Heads in Terms of School Management and Operations, which focuses on the competencies of school heads in efficiently managing physical, financial, and technological resources, as well as ensuring the smooth day-to-day operations of the school. It highlights the school leader's ability to implement strategic plans, manage assets, oversee budgetary functions, and integrate technology for effective governance and operational transparency.

The table shows that school heads received a “Very High” rating across all indicators, with the highest score of 3.68 given to “Manages the implementation, monitoring and review of the SIP/AIP and other action plans”. This reflects the school leaders' commitment to strategic planning and continuous improvement. Closely following are the indicators on facilities improvement (3.64), fund allocation for physical resources (3.63), and overseeing school operations (3.62), showing the strong role of administrators in ensuring safe and functional learning environments. Additionally, the use of Information Technology—such as student tracking systems and teacher support material access—was rated between 3.50 to 3.56, indicating progressive adaptation of digital tools in school operations.

The financial management aspects also showed consistently high ratings: planning school budgets (3.48), ensuring compliance with DepEd and legal guidelines (3.52), and preparing accurate reports (3.55) demonstrate the school heads' accountability and transparency in resource utilization. The presence of organized procurement processes and proper documentation of assets further reinforces this operational excellence.

With an overall weighted mean of 3.53, the results imply that school administrators have achieved a “Very High” level of proficiency in managing school operations. This supports the idea that effective school management, when combined with strategic planning and proper resource mobilization, leads to an organized, well-functioning institution conducive to quality education.

Table 7
Administrative and Supervisory Skills of School Heads in terms of Personnel and Professional Attributes and interpersonal Effectiveness

Personnel and Professional Attributes and interpersonal Effectiveness	Weighted Mean	Interpretation
1. Manifests genuine enthusiasm and pride in the nobility of the teaching profession	3.63	Very High
2. Observes and demonstrates desirable personal and professional (RA 6713 and Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times	3.64	Very High
3. Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholder Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service Maintains good reputation with respect to financial matters such as the settlement of his/her debts, loans and other financial affairs	3.61	Very High
4. Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.61	Very High
5. Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	3.42	Very High
6. Communicates effectively to staff and other stakeholders in both oral and written forms	3.50	Very High
7. Listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.	3.54	Very High
8. Interacts appropriately with a variety of audiences and demonstrates ability to empathize with others.	3.52	Very High
9. Observes award system and a system of assistance for teachers staff to sustain integrity, honesty and fairness in school practices	3.54	Very High
10. Demonstrates integrity, honesty and fairness all his/her dealings and transactions and makes individuals accountable for their actions.	3.55	Very High
11. Mobilizes teachers/staff in sustaining a project.	3.54	Very High
12. Maintains an open, positive and encouraging attitude toward change.	3.45	Very High
13. Assists teachers in identifying strength and growth areas through monitoring and observation	3.42	Very High
14. Introduces innovations in the school program to achieve higher learning outcomes	3.45	Very High
15. Monitors and evaluates the implementation of change programs included in SIP/AIP	3.45	Very High
16. Observes and applies multi-tasking in giving assignments	3.55	Very High
17. Advocates and executes plans for changes including culture change in the workplace	3.45	Very High
18. Empowers teachers and personnel to identify, initiate and manage changes.	3.40	Very High
Weighted Mean	3.51	Very High

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

This table presents the Administrative and Supervisory Skills of School Heads in Terms of Personnel and Professional Attributes and Interpersonal Effectiveness, which focuses on the personal integrity, ethical conduct, communication skills, and change management capabilities of school administrators. It reflects how school heads demonstrate professionalism, uphold moral standards, maintain positive relationships, and empower their teams, all of which are essential for a conducive and collaborative school environment.

The highest rating was observed in the indicator “Manifests genuine enthusiasm and pride in the nobility of the teaching profession” with a weighted mean of 3.63, followed closely by “Observes and demonstrates desirable personal and professional behaviors” (3.64) and “Demonstrates integrity, honesty and fairness in all dealings” (3.55). These scores indicate that school leaders not only uphold ethical and moral standards but also serve as role models for both teaching and non-teaching personnel. Other notable areas include effective communication with stakeholders (3.50), listening and responding to concerns appropriately (3.54), and sustaining project involvement through collaboration and empowerment (3.54).

Furthermore, indicators related to change management, such as assisting teachers in identifying growth areas (3.42), initiating innovations (3.45), and monitoring implementation of SIP/AIP programs (3.45), also received “Very High” ratings. This reflects the readiness of school administrators to adapt, initiate improvements, and encourage their personnel to be part of continuous school development. Even indicators like applying multi-tasking (3.55) and introducing workplace cultural shifts (3.45) signify an agile and forward-thinking leadership style.

With an overall weighted mean of 3.51, the results imply that school administrators exhibit “Very High” competence in maintaining professional behavior and interpersonal effectiveness. This level of performance contributes positively to school culture, promotes trust among stakeholders, and ensures effective team functioning, which are crucial for sustaining educational quality and school improvement.

Table 8
IPCRF of the Teachers

A.	Performance Indicators	Weighted Mean	Interpretation
1	Content Knowledge and Pedagogy	4.40	Outstanding
2	Learning Environment and Diversity of Learners	4.42	Outstanding
3	Curriculum and Planning, Reporting and Assessment	4.35	Outstanding
4	Community Linkages & Professional Engagement	4.35	Outstanding
5	Professional Growth and Development	4.32	Outstanding
	AVERAGE	4.37	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

This table presents Table 8: IPCRF of the Teachers, which outlines the Individual Performance Commitment and Review Form (IPCRF) ratings of teachers across various performance indicators. These indicators include content knowledge and pedagogy, learning environment, curriculum and assessment, community linkages, and professional growth. The IPCRF serves as a key tool used by the Department of Education in the Philippines to assess and document teachers' professional performance, directly linking individual competencies to overall instructional effectiveness.

As shown in the table, all five performance indicators received ratings within the "Outstanding" range. The highest weighted mean was recorded in Learning Environment and Diversity of Learners (4.42), reflecting teachers' strong ability to foster inclusive and supportive learning environments. Content Knowledge and Pedagogy followed closely with a 4.40 rating, indicating a high level of mastery in subject matter and instructional delivery. Both Curriculum and Planning, Reporting and Assessment and Community Linkages & Professional Engagement obtained 4.35, suggesting consistent performance in aligning instruction with curriculum standards and engaging stakeholders effectively. Professional Growth and Development earned a rating of 4.32, showing teachers' commitment to continuous learning and career advancement.

These uniformly high ratings suggest that teachers are highly competent in all key areas of instruction and engagement. The outstanding performance implies that schools have been successful in providing support systems such as mentoring, training, and supervision, all of which contribute to the enhancement of teacher quality. Furthermore, it indicates a strong alignment between teachers' efforts and the expectations set by educational policies and leadership structures.

With an overall average of 4.37, interpreted as Outstanding, the results imply a high level of teacher performance. This level of achievement can contribute significantly to student outcomes, school improvement, and organizational excellence. It also indicates that the professional development strategies and administrative support in place are effective in fostering high-performing educators.

Table 9
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	12	19
4	Very Satisfactory	85-89	11	18
3	Satisfactory	80-84	21	34
2	Fairly Satisfactory	75-79	18	29
1	Did Not Meet Expectations	Below 75	0	0
	Total		62	100
	Average		83.59	Satisfactory

This table presents the Academic Performance of Learners, which provides the distribution of learners’ academic achievements based on a standard numerical grading scale. The table categorizes performance into five levels: Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. The results are presented in terms of frequency and percentage, with an overall average grade of 83.59, which falls under the “Satisfactory” category. This data serves to evaluate learner outcomes and reflects how well students are meeting the expected academic standards in their respective subjects.

The majority of the learners, 21 out of 62 or 34%, fell under the Satisfactory range (80–84), suggesting that most students are performing within acceptable academic levels. Following closely, 29% of learners were rated as Fairly Satisfactory (75–79), indicating a significant portion of students are at the minimum passing level and may need additional academic support. A smaller proportion of students achieved higher ratings, with 19% classified as Outstanding (90–100) and 18% as Very Satisfactory (85–89), reflecting a relatively limited number of high achievers. Notably, no student fell under the “Did Not Meet Expectations” category, which indicates that all learners passed the assessed academic criteria.

These figures suggest that while no learner failed, a considerable portion (29%) is performing just at the borderline of academic expectations. The average score of 83.59, interpreted as Satisfactory, implies that learner performance is generally acceptable but with ample room for improvement, particularly in shifting more students from lower categories (Fairly Satisfactory and Satisfactory) toward higher performance bands. This data highlights the need for targeted instructional strategies and learner support mechanisms to elevate overall achievement.

The implications of this performance level point to a call for strengthened instructional leadership and more robust school support systems. Teachers and school leaders must collaborate to implement differentiated instruction, enrichment activities, and remediation programs that cater to diverse learner needs. Moreover, stakeholder involvement, especially from parents and community partners, should be intensified to create a more holistic learning environment that supports academic excellence.

Table 10
Test Of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Administrative and Supervisory Skills to IPCRF of Teachers	0.93	3.667	0.521	Reject Ho	Significant Relationship (Very Strong)
IPCRF and Academic Performance	0.18	2.589	2.334	Reject Ho	Significant Relationship (Weak)

This table presents the Test of Relationship, which examines the statistical correlation between two sets of variables: (1) Administrative and Supervisory Skills of school heads and the IPCRF (Individual Performance Commitment and Review Form) of teachers, and (2) the IPCRF of teachers and the Academic Performance of learners. The table includes the Pearson correlation coefficient (r), computed t -values, the table value at a 0.05 significance level, the decision on the null hypothesis (H_0), and the interpretation of the strength of the relationship. The primary objective of this table is to determine the degree to which administrative competencies and teacher performance influence academic outcomes.

The results show that the correlation between Administrative and Supervisory Skills and the IPCRF of teachers is very strong ($r = 0.93$). The computed t -value of 3.667 is significantly higher than the critical table value of 0.521, leading to the rejection of the null hypothesis. This confirms that effective administrative and supervisory practices have a substantial positive impact on teacher performance. It suggests that when school heads exercise strong leadership, provide feedback, promote professional development, and manage schools efficiently, teachers perform better in their roles, as reflected in their IPCRF ratings.

On the other hand, the correlation between IPCRF of teachers and Academic Performance of learners is weak ($r = 0.18$), yet statistically significant since the computed t -value of 2.589 still exceeds the table value of 2.334. This means that while there is a connection between teacher performance and student achievement, the strength of the relationship is relatively low. This result implies that other variables—such as learner motivation, parental involvement, socio-economic factors, or curriculum quality—might be influencing academic performance beyond what can be measured through teacher performance alone.

The implications of these findings highlight the critical role of school administrators in shaping teacher effectiveness, which in turn, although indirectly, influences student outcomes. Strengthening administrative competencies should be prioritized in professional development programs. However, to improve academic achievement significantly, a more holistic approach is necessary—one that includes learner support, parental involvement, and enriched learning environments alongside teacher performance monitoring.

IV. Conclusion

Based on the results of this study, the Administrative and Supervisory Skills of school heads have a very strong and statistically significant relationship with the performance of teachers as reflected in their IPCRF ratings, affirming the crucial role of school leadership in enhancing instructional quality. Meanwhile, the weak yet statistically significant correlation between teacher performance and learners' academic achievement suggests that while effective teaching contributes to student outcomes, it is not the sole determinant. These results emphasize that improving the school system requires both strengthening administrative leadership and adopting a comprehensive, multi-faceted approach that addresses various influences on student performance, including home, community, and individual learner factors.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed to for each stakeholder group based on the findings regarding School Head's administrative and supervisory skills, teachers' performance, and the academic performance of Grade 8 learners:

Teachers are encouraged to actively engage in professional development activities initiated by school heads and take constructive feedback positively to improve instructional practices. They should also collaborate with peers and school leaders to enhance curriculum delivery and explore innovative strategies that address diverse learner needs.

School leaders should continue to strengthen their administrative and supervisory competencies, focusing on effective communication, instructional leadership, staff development, and performance monitoring. They must foster a supportive and collaborative school environment that motivates teachers and ultimately enhances student learning outcomes.

District supervisors should prioritize the provision of training and mentoring programs that enhance school heads' leadership and supervisory skills. Regular monitoring and coaching should be provided to ensure that school heads implement evidence-based leadership practices that directly support teacher and learner performance.

Parents are encouraged to take an active role in their children's education by collaborating with teachers and school administrators. Their involvement in school programs, learner monitoring, and home-based support can significantly contribute to improving academic performance and overall learner development.

The researcher should utilize the study findings to propose targeted instructional supervisory plans that address the specific gaps in administrative practices, teacher support systems, and student performance. These plans should be flexible, evidence-based, and aligned with both school and learner needs.

Future Researchers. Future studies are recommended to explore other potential factors affecting student academic performance, such as learner motivation, socio-economic background, and curriculum design. Longitudinal and mixed-method research approaches can offer deeper insights into the causal relationships between leadership practices and educational outcomes across grade levels.

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