

# The Impact of School Administrators' Leadership Skills on Teacher Performance

**ABRAHAM R. TOM-EN, JR.**

University of Perpetual Help System-DALTA, Las Piñas City, Philippines

**DR. EMERLYN E. MANAGUAS**

University of Perpetual Help System-DALTA, Las Piñas City, Philippines

*Abstract* — The study explored the leadership skills of school administrators and their impact on the performance of teachers at the Schools Division of Ilocos Sur. Using a Descriptive Causal Research Approach, the study sought to explore the impact of leadership skills on the performance of teachers as assessed by the 76 school administrators and 270 teachers with respect to administrative skills, technical skills, conceptual skills, and interpersonal skills. It looked into the level of performance of the teachers and how this is impacted by the leadership skills of school leaders. The Raosoft Sample Size Calculator was used to determine the appropriate sample size, which was 270 out of 899 teachers and 76 out of 93 school administrators, ensuring a representative sample and sufficient statistical power for analysis. A survey questionnaire was used to collect on the aspect of planning of activities, application of activities, pedagogical approach, learning assessment, and teacher commitment to the institution. The study found that school administrators and teachers consistently rated their leadership skills at a "Very High Level" across all domains. They emphasized the effectiveness of involving teachers in decision-making and planning, strong integration of educational technology and data-driven practices, strategic planning, critical thinking, and stakeholder involvement. Interpersonal skills were also highly rated. Teachers' performance was also highly rated, with clear lesson objectives, alignment with curriculum, and attention to diverse learning styles. However, there were significant differences in assessments of administrative, technical, and interpersonal skills between the two groups. The study found a moderate positive correlation between school administrators' leadership skills and teachers' performance, with interpersonal and conceptual leadership skills being key predictors. The study recommends strengthening teacher involvement in strategic planning and professional growth initiatives, investing in advanced tools and training in leadership skills. It also encourages broader participation in school activities, fostering partnerships with administrators and peers. Based on the findings, it is recommended to implement targeted professional development programs focused on enhancing the leadership skills of school administrators, particularly in communication, collaboration, and problem-solving. These programs should directly support the improvement of administrative, conceptual, technical, and interpersonal skills. Furthermore, aligning teacher performance goals with institutional objectives and using assessment results to guide leadership and instructional strategies will enhance teacher effectiveness in planning, applying pedagogical approaches, assessing learning, and reinforcing commitment to the institution. The output Tom-en's School-Based Management Framework and its Implementation Plan may be introduced for continuous improvement.

*Keywords* — **educational leadership, leadership skills, school administrators, teachers' performance level, Tom-en's School-Based Management Framework and its Implementation Plan**

## I. Introduction

Effective educational leadership serves as a critical catalyst for enhancing teacher performance and driving student success, forming the foundation of academic excellence and sustained professional growth within schools. Globally, a growing body of empirical evidence highlights the substantial influence of leadership practices in shaping a positive educational climate that fosters teacher efficacy and student achievement. Studies across diverse educational settings consistently show that school administrators who exhibit strong leadership competencies—such as strategic communication, visionary goal-setting, and continuous professional support—significantly contribute to improved teacher morale, instructional quality, and overall school performance. Hallinger and Wang (2020) affirm that effective school leadership is intricately linked to improved teaching practices and student outcomes. Similarly, Robinson, Lloyd, and Rowe (2018) emphasize that leadership practices centered on setting clear goals, providing constructive feedback, and enhancing teacher capabilities are critical in raising educational standards. Their findings underscore that cultivating strong leadership not only improves teacher performance but also fosters a culture of continuous learning, collaboration, and excellence within educational institutions.

Effective educational leadership is pivotal in enhancing teacher performance and student achievement. Recent studies in the Philippines underscore the significant influence of school administrators' leadership competencies on educational outcomes.

Estrada and Gumban (2024) found a significant correlation between school heads' competencies and teachers' performance, emphasizing the importance of aligning leadership practices with the Philippine Professional Standards for Teachers (PPST). Similarly, Esllera and Escala (2024) highlighted that school heads' supervisory skills, particularly in instructional leadership and communication, positively impact teachers' self-efficacy, thereby enhancing teaching effectiveness.

Transformational leadership has been identified as a key driver in fostering a positive school environment. Uy et al. (2024) demonstrated that transformational leadership practices among school heads in Bacolod City significantly improve teacher motivation and student outcomes. This leadership style, characterized by vision-setting, inspiration, and individualized support, aligns with the goals of the Department of Education to promote quality education through effective leadership

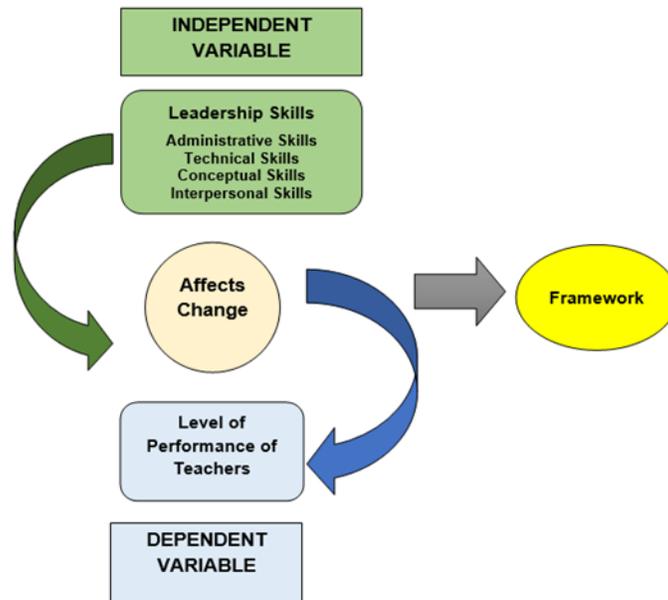
The legal foundation for these leadership positions is delineated in Republic Act No. 9155, referred to as the Governance of Basic Education Act of 2001. This legislation requires school leaders to serve as both instructional leaders and administrative managers, guaranteeing the provision of quality education and the ongoing professional development of educators (Republic Act No. 9155, 2001). The integration of effective leadership practices, supported by legal mandates

and professional standards, is essential in enhancing teacher performance and achieving educational excellence in the Philippines.

Research gaps in leadership theories include the integration of theories with practical implementation in diverse educational contexts, the long-term impact of leadership on teacher performance, the impact of specific leadership skills on different outcomes, the variability across different educational contexts, the impact of regional and cultural differences, and the impact of recent educational reforms on leadership practices and teacher performance. Additionally, there is a need for more qualitative research incorporating teacher perspectives on leadership skills to provide a more comprehensive understanding.

The independent variable of the study pertains to the extent of school administrators' leadership abilities in the realm of administration. technical, conceptual, and interpersonal skills. The dependent variable is the level of the performance of teachers with respect to the planning of activities, application of activities, pedagogical approach, learning assessment, and teacher commitment to the institution.

Whether the performance of teachers is substantially influenced by the leadership skills of school administrators was the subject of the study.



## LITERATURE REVIEW

The reviewed literature and studies have significantly enriched the researcher's understanding and motivation to explore the undeniable impact of school administrators' leadership skills on teacher performance. The cited works have provided a comprehensive framework for investigating how different leadership skills—administrative, technical, conceptual and interpersonal—play a crucial role in either enhancing or diminishing teacher effectiveness in educational settings.

Research studies, including those by Smith and Nguyen (2020), Villanueva, Disu, and Villanueva (2021), Finnigan, Daly, and Che (2021), Sebastian, Allensworth, and Huang (2020), and Gurr and Drysdale (2020), consistently emphasize the importance of leadership skills in shaping teacher performance. These studies collectively argue that effective leadership, characterized by strategic planning, fostering supportive environments, and leveraging technology, is integral to improving teacher performance and overall school effectiveness. This underscores the idea that leadership is not just about management but also about empowering teachers and creating a conducive environment for teaching and learning.

The implementation of School-Based Management (SBM) has further highlighted the critical role of school leadership. Shofwan and Sowiyah (2022) specifically focused on how principals' leadership skills affect staff morale, efficiency, and teacher performance. This study aligns with the findings of Harris and Jones (2020), Ancho (2020), Fernando (2021), Ganaden (2020), Casinillo (2021), and Mangulabnan (2021), who examined the empowering effects of different leadership styles and skills. These authors argue that effective educational leaders can significantly enhance a school's capacity by motivating teachers, collaborating on curriculum development, and focusing on student learning outcomes.

The synthesis of these studies underscores a robust body of literature examining the impact of leadership skills on teacher performance. However, the current study in the Schools Division of Ilocos Sur distinguishes itself by focusing specifically on the influence of school administrators' leadership competencies within a localized context. This research endeavors to provide novel insights into the ways in which school leaders can effectively empower students by examining the effects of administrative, technical, conceptual, and interpersonal leadership skills. Educators, enhance teaching performance, and ultimately improve student learning outcomes. In doing so, the study not only addresses a gap in the existing literature but also provides practical guidance for educational leaders striving to create environments that promote both teacher effectiveness and student achievement.

### Statement of the Problem

This study assesses the leadership competencies of school administrators in selected public elementary schools and their influence on teacher performance levels within the Schools Division of Ilocos Sur. It specifically aimed to address the following questions:

1. What is the level of the leadership skills of school administrators with respect to:
  - 1.1 administrative skills;
  - 1.2 technical skills;
  - 1.3 conceptual skills; and
  - 1.4 interpersonal skills?
  
2. What is the performance level of teachers as evaluated by the respondents with respect to:
  - 2.1 planning of activities;
  - 2.2 application of activities;
  - 2.3 pedagogical approach;
  - 2.4 learning assessment; and
  - 2.5 teacher commitment to the institution?
  
3. Is there a significant difference in the leadership skills of school administrators as evaluated by the respondent groups?
  
4. Is there a significant difference in the performance levels of teachers as evaluated by the respondent groups?
  
5. Is there a significant relationship between the leadership competencies of school administrators and the effectiveness of teachers?
  
6. Is the performance of the teachers substantially influenced by the leadership skills of the school administrators?
  
7. Based on the study results, what output may be proposed?

## **II. Methodology**

The study used a descriptive causal research design to investigate the impact of leadership skills on teachers' performance. It assessed the leadership skills of school administrators in terms of administrative, technical, conceptual, and interpersonal skills. The study also investigated the level of teacher performance and how it was influenced by the leadership skills of school leaders. A survey questionnaire was used to assess the leadership skills of school leaders and the level of teacher performance, focusing on planning, application, pedagogical approach, learning assessment, and teacher commitment. The study targeted public elementary school teachers and

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administrators in the Schools Division of Ilocos Sur, specifically from 19 districts that had attained School-Based Management (SBM) Level III. A total of 346 respondents were included, with 30% of the total teacher population in each qualifying school used to determine the number of teacher respondents per school. The researcher used a researcher-made survey questionnaire to assess the leadership capabilities of school administrators in relation to administrative skills, technical skills, conceptual skills, and interpersonal skills. The study found that teachers who met the criteria of being proficient and highly proficient, consistently demonstrated high performance, served as mentors, and worked collaboratively with colleagues. The research instrument was developed through a process of gathering data from various sources, with the final draft being prepared for field testing. The questionnaire was pretested among 20 school leaders and teachers, following guidelines from Machin et al. (2018). The Cronbach's Alpha reliability test was used to evaluate the instrument's internal consistency. The researcher obtained permission from the Schools Division Superintendent of Ilocos Sur to conduct the study and disseminate the questionnaires. The schools where the survey was conducted received endorsement letters, and an informed consent form was given to the respondents. The survey was administered, and the responses were tallied, tabulated, evaluated, and interpreted. The study employed a quantitative research methodology with a descriptive causal design, processing the data using established statistical techniques for clarity in interpretation and identification of causal effects.

### **III. Results and Discussion**

The significant findings of the study are summarized below:

1. The leadership skills of school administrators, as evaluated by both the administrators and teachers, are rated as Very High in Administrative Skills, Technical Skills, Conceptual Skills, and Interpersonal Skills.
2. Teachers' Performance across all dimensions was consistently rated at a "Very High Level" by both administrators and teachers:
3. There are significant differences in the assessments of school administrators' leadership skills between school administrators and teachers, specifically in administrative, technical, and interpersonal skills. Conversely, no notable disparity was detected in conceptual skills, suggesting consensus in perceptions within this domain.
4. Significant differences were observed between the groups in the assessment of teacher performance in applying activities and commitment to the Institution. On the other hand, no significant differences were found in the dimensions of activity planning, pedagogical approach, and learning assessment, indicating a shared perspective on these aspects.

5. There is a significant relationship between the leadership skills of the school administrators and the teachers' performance with interpersonal and conceptual skills as key predictors.
6. School administrators' leadership skills significantly impact teachers' performance, with interpersonal and technical skills showing the strongest influence.
7. The study recommended the creation of the Tom-en School-Based Management Framework in accordance with the results.

#### IV. Conclusion

The conclusions are formulated in accordance with the summary of the study's findings:

1. The school administrators demonstrate well-rounded leadership skills, excelling in technical, administrative, conceptual, and interpersonal dimensions. Their high ratings indicate effective collaboration, strategic decision-making, and adaptability in addressing school needs.
2. Teachers exhibit strong professional competencies, particularly in planning and implementing activities, employing sound pedagogical methods, conducting assessments, and showing commitment to their Institution. This reflects a robust teaching culture focused on student success and institutional alignment.
3. Both administrators and teachers consistently rated these aspects highly, demonstrating mutual respect and recognition of each group's contributions to school effectiveness. Minor variations suggest areas for continuous improvement, particularly in engagement beyond classroom responsibilities.
4. School administrators exhibit strong leadership skills; however, perspectives differ between administrators and teachers in some domains, particularly in administrative and interpersonal skills.
5. Teachers demonstrate high performance across all dimensions, with notable strengths in commitment to the Institution and application of activities.
6. A moderate positive relationship exists between leadership skills and teacher performance, confirming the significant role of effective leadership in fostering high teacher performance. Interpersonal and technical leadership skills are critical in enhancing teacher performance, particularly motivating teachers to align with institutional goals.
7. The implementation of the proposed Tom-en's SBM Framework will improve the entire educational experience, guarantee long-term sustainability, and promote a culture of collaboration within the school community.

## V. Recommendations

The following recommendations are proposed in light of the findings and conclusions of this study:

1. For school administrators they should strengthen teacher involvement in strategic planning and professional development programs to foster shared leadership. This enhances school governance practices aligned with SBM Level III standards. Implement structured leadership training focused on technical, conceptual, and interpersonal skills—particularly on innovation, collaboration, communication, and conflict resolution—to further develop their leadership effectiveness. Incorporate regular feedback mechanisms from teachers to bridge perception gaps and ensure continuous leadership improvement. Utilize assessment results to guide school leadership strategies, ensuring data-driven and responsive management practices.
2. For teachers they are encourage to broader participation in school activities beyond classroom instruction to reinforce institutional commitment and teacher engagement. To promote self-assessment and peer-assessment practices in the classroom to foster student autonomy and teacher accountability in instruction. Engage in professional learning communities (PLCs) to exchange best practices, strengthen collaboration with peers and school heads, and ensure alignment with institutional goals.
3. By improving teacher performance and leadership effectiveness, students benefit from enhanced instruction, better learning assessments, and more innovative pedagogical strategies—all of which contribute to improved student learning outcomes and engagement.
4. For staff development planners to design and implement targeted professional development programs for both administrators and teachers based on the study's findings, focusing on leadership, instructional practices, and teacher commitment. To recognize and reward exemplary performance to sustain morale and motivation, which directly impacts institutional success and teacher retention.
5. For future researchers the study may serve as a reference for designing new frameworks or expanding research on school leadership and teacher performance. Future researchers are encouraged to adopt or refine tools such as the Tom-en's SBM Framework to promote sustainability and collaboration within educational settings.

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