

School Heads' Administrative and Leadership Skills: Its Influence on School Performance

Cydel P. Valmores, PhD
Department of Education

Abstract— This descriptive study endeavored to determine the administrative and instructional leadership skills of school heads and its influence on school performance in the second district of Misamis Oriental, Philippines, during school year 2018 – 2019. It involved 132 elementary school administrators. In order to validate their self-assessment from the survey instrument, 380 random samples of teachers who were under those respective administrators were taken to assess the competence of their respective administrators. The analysis and interpretation of the data gathered were facilitated by frequency counts, percentage, mean, standard deviation, and Pearson r . The study found out that there is no significant relationship between the school heads' age, sex, work experience, and family monthly income and the school performance considering the teachers' performance, the learners' performance and their reading comprehension. However, there is a significant relationship between the school heads' designation and educational qualification, and school performance. Also, there is a significant effect between the school heads' administrative and instructional leadership skills and the schools' performance in terms of teachers' individual performance and students' achievement and their reading comprehension skills.

Keywords— School Heads, Administrative, Leadership Skills, Performance.

I. INTRODUCTION

The school principal as an instructional leader entails many faces; he sometimes needs to be a budget officer, teacher-mentor and curriculum leader which definitely connotes performing varied tasks and activities. Thus, it is essential to balance and have equilibrium of performing the different tasks to be done according to its immediacy. Prioritizing the tasks is essential, so he/she can manage his school in accordance with what is ought to be done.

In Misamis Oriental, the school principal is given appropriate training and seminars to become an effective instructional leader and to be good at managing his resources and to improve his management style anchored on National Competency-Based Standards. He is taught on how to manage and budget his/her resources based on Republic Act 9184, otherwise known as Government Procurement Act of 2003 and how to utilize his/her budget stipulated in Maintenance and Other Operating Expenses (MOOE).

A school principal serves as a teacher-mentor. He is given training on how to give technical assistance after observing classes. He accomplishes varied forms and complies with the varied reports to be submitted to the division office. He needs to be updated with the recent educational reforms and innovations. He needs to undergo training or schooling and to be updated also with technological usage of gadgets which can

help the teachers go with the recent trend in education. The main goal is to help the teachers improve their teaching techniques, methods and strategies.

The role of the instructional leader will also be equated to curriculum leader/innovator. He needs to present school innovations after administering assessments of the students' learning in terms of different learning areas. After conducting assessment, the results will be analyzed to come up with appropriate school innovation. The result of the assessment will be utilized to conduct CI-Based action research with an objective to offer better instruction. The recommendations of the study will then be discussed during School Learning Action Cell known as SLAC. SLAC is done to present best practices for effective delivery of instruction which is research-based.

However, the findings generated from the instructional supervision showed that some of the teachers are not convinced with the principal's propensity and proficiency to handle the school. They are dissatisfied of how their principals manage their school. They often opted to not complying with their assigned tasks for they thought that their school principal is incapable to run the school. Teachers vary their perception on the capacity of their school principal in the context of instructional and administrative skills. Teachers have negative and positive perception of their school principal as good budget officer, a mentor and a curriculum planner.

As school principal obtaining feedback more often from teachers and from other school principals on how to deal with school problems and conflicts, can help them develop and improve their instructional leadership skills. During school meetings and School Learning Action Cell (SLAC), the teachers are given time to disclose their problems, issues and concerns. Naturally, they will only provide good impression considering to the school principal. They will only give positive comments so as not to avoid havoc in the school where they are working. But there are some teachers who are brave enough to reveal their problems.

Some principals consider the negative feedback as a challenge to improve their leading skills. They opted to study the problems and offer appropriate solutions. Common solutions are: conducting trainings and seminars, implement DepEd-based programs, instructional initiatives and innovations. They often gather information via action research. They conducted interviews and Focus-Group Discussion which are done during vacant time of the teachers. It is noted as effective way of knowing the school problems and yield to the improvement of school performance. However, on the other side of the coin, most principals

establish gaps and walls to teachers who are true to their perceptions. Given this scenario, faction effect is evident. Those who give positive perception to their school principal will have one group; another group of teachers are having negative impression to their school principal. Unity then is elusive.

Noting the significant principal's role in teaching and learning process, the teachers' positive and negative perception of their school head and realization of quality education and the essence of feedback-giving, the researcher finds the need to research and study the National Competency-based Standards' Domains and Competencies as perceived by the school heads and teachers in the 2nd district of Misamis Oriental specifically from Jasaan, Villanueva, Tagoloan, Claveria, Opol, Alubijid, Laguindingan, Libertad, Initao, Naawan, Manticao and Lugait.

Moreover, this study is anchored on Model Principal Supervisor Professional Standards. Instructional as underscored by them reflected that instructional leaders must engage in wide range of leadership activities that are directly connected to student learning. The students are given the nucleus importance on the school activities which aim for their total development.

This model highlighted seven (7) salient points which are as follows: First, instructional leaders must model learning for others on reflection, personal growth, ethical practice, and focus on improvement. Second, instructional leaders willingly support issues of equity that impede student learning. Third, they recognize and respond to the diverse cultural and learning needs of students. Fourth, they develop their teachers to increase their capacities for improving student learning. Fifth, they make decisions based on how they will affect student success. Sixth, they understand how the school affects student success. Seventh, they share and distribute responsibilities for student learning.

The model discussed above can also be bonded to the principles of National Competency-based Standards for School Heads which are as follows: Function-based, which showed that competencies are based on School heads function as stated under R.A 9155 otherwise known as Governance of Basic Education Act of 2001 which empower the school principals to perform his instructional and administrative function. Competencies are applicable in any range of context, big or small schools, city or rural schools, culturally divergent groups and competencies which are applicable to any school heads regardless of position, item, sex, age, experience, and other personal experiences. Competencies which are also coherent, clear and logical and that are valid which means that all performance indicators are research and experienced based. The core principle of National Competency-based Standards are the school heads must be competent, committed and accountable in providing access to quality and relevant education for all through transformational leadership and high degree of professionalism.

It has domains and competency strands which are as follows: A Developing and Communicating Vision, Mission, Goals and Objectives (VMGO) which expresses ownership and personal responses to the identified issue; involves

internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives; aligns goals and objectives with school vision and mission to identified issues; gives personal response consistent with the school's vision; communicates with the VGMO clearly; explains the school vision to the general public and; revisits and ensures that school activities are aligned with the school VGMO.

The Instructional leadership competency-based standard can be manifested on the teachers' performance specifically on the Individual Performance Competency Review Form otherwise known as IPCRF which was complied by the teacher every school year. On the other hand, the school's performance is based on the students' NAT performance, and reading test results.

Statement of the Problem

This study aimed to determine the administrative and instructional leadership skills of school heads in the 2nd district of Misamis Oriental in SY 2018-2019. Specifically, this study sought to answer the following questions:

1. What is the respondents' administrative and instructional leadership skills of the school heads as perceived by the teachers in terms of: school leadership; instructional leadership; creating a student centered learning climate; human resource management and professional development; parents and involvement and community partnership; school management operation; and personal and professional attributes and interpersonal effectiveness?
2. What is the performance level of the teachers and the learners?
3. Is there a significant relationship between the school heads' profile and the school performance?
4. Is there a significant effect between the school heads' administrative and instructional leadership skills and the schools' performance?

Hypotheses

Problems 1 and 2 were hypotheses-free. On the bases of problems 3 and 4 the following null hypotheses were formulated at 0.05 level of significance. The null hypotheses were stated as follows:

Ho1: There is no significant relationship between the school heads profile and the school performance.

Ho2: There is no significant relationship between the school heads' administrative and instructional leadership skills and the schools' performance.

II. METHODOLOGY

This study employed the descriptive research design in describing the domains of the Competency-based Standards as practiced by the school heads of the second district of Misamis Oriental. The level of their competence was determined by looking into the Administrative and Instructional Leadership 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. The influence of the administrators’ age, sex, civil status, educational qualification, number of years as school administrator, designation or position and monthly family income were likewise investigated.

The study involved one hundred thirty-two (132) elementary school administrators. In order to validate their self-assessment from the survey instrument, three hundred eighty (380) random samples of teachers who were under those respective administrators were taken to assess the competence of their respective administrators. Supposedly, there were 420 samples but the actual number of collected and retrieved survey instruments was 380 only.

The analysis and interpretation of the data gathered were facilitated by frequency counts, percentage, mean and standard deviation. Pearson r was likewise used to determine the relationship on the perceived level of competence of the elementary school administrators considering the variables of age, sex, educational qualification, number of years as school

administrator, designation or position and family monthly income.

III. RESULTS AND DISCUSSION

School Heads’ Administrative and Instructional Leadership Skills.

Schools are expected to be organized and planned to make the personnel in the organization work together harmoniously that would adhere to the rules and policies of the organization. However, the school’s performance can only be fulfilled effectively and efficiently if the school heads and administrators themselves perform their duties and obligations well. Schools heads and administrators play a major role in carrying the school’s mission. They must work hard not just for the betterment of the school, but also for the teachers.

The following tables deal on the administrative and instructional leadership skills of the schools heads as perceived by the teachers based on their school leadership, instructional leadership, creating a student centered learning climate, human resource management and professional development, parents and involvement and community partnership, school management and operation, and personal and professional attributes and interpersonal effectiveness.

TABLE 1. Distribution of Teacher-Respondents’ Administrative and Instructional Leadership Skills of the School Heads in terms of School Leadership

Domain 1 (School Leadership)	Mean	SD	Description
Establishes BEIS/SIS and baseline data of all performance indicators	3.41	0.62	Most of the time
Involves all internal & external stakeholders in developing the SIP/AIP	3.38	0.72	Most of the time
Utilizes data, e.g BEIS/SIS, SBM assessment, TSNA, and Strategic planning in the development of SIP/AIP	3	0.61	Most of the time
Aligns the SIP/AIP with national, regional and local education policies and thrusts	3.48	0.54	Most of the time
Communicates effectively the SIP/AIP to the internal and external stakeholders	3.51	0.63	At all times
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.	3.53	0.75	At all times
Explores several approaches in handling problems	3.47	0.86	Most of the time
Demonstrates a proactive approach to problem solving	3.52	0.78	At all times
Involves stakeholders in meetings and deliberations for decision-making	3.46	0.68	Most of the time
Sets high expectations and challenging goals	3.55	0.64	At all times
Provides opportunities for growth and development of members as team players	3.43	0.59	Most of the time
Defines roles and function of each committee	3.44	0.67	Most of the time
Monitors and evaluates accomplishment of different committees/teams	3.49	0.71	Most of the time
Gives feedback on the team’s performance using performance-based assessment tool	3.44	0.68	Most of the time
Establishes a system for rewards and benefits for teachers and staff.	3.48	0.71	Most of the time
Collaborates with concerned staff on the planning and implementation of programs and projects	3.51	0.80	At all times
Ensures proper allocation and utilization of resources (time, fiscal, human, IMs, etc.)	3.46	0.61	Most of the time
Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects	3.56	0.69	At all times
Overall Mean	3.45	0.68	Most of the time

Table 1 reveals the distribution of the administrative and instructional leadership skills of the school heads as perceived by the teachers based on the domain of school leadership. The table shows that the overall mean obtained 3.45 (SD=0.68) with the description of **Most of the time**. This means that the teachers observe that the implementation of the programs and goals has been performed well by the school heads themselves. It also means that they transmit information to people involve in the the system regarding the performance and operation of the school especially when stakeholders are involved. As observed, School heads are performing their duties and responsibilities. They abide rules and policies as part of their functions. These instructional leaders possess a

strong sense of moral purpose and requisite pedagogic and leadership competencies. They help create conditions that support teaching and learning, often in challenging circumstances, in collaboration with colleagues and the school’s leadership.

The 2015 Professional Standards for Educational Leaders presented a “Theory of Action” as a guide in educational leadership. This theory indicates the relationship of school leadership work to student learning. It has a direct influence of the members through creating expectations and setting directions for the educational leaders. Oracion (2014) expressed that distributed leadership has been proposed and one approach to the distribution of leadership in schools is

teacher leadership. Concerns have been raised about the tendency to associate leadership with ascribed authority and position and confining school leadership to the leadership of the principal. Teacher leadership recognizes the important contribution of teachers to school improvement and brings to the fore the emergence of excellent teachers who have demonstrated leadership capabilities at the same time.

The indicator *Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects* obtained the highest mean of 3.56 (SD=0.69) with a description of **Most of the Time**. This implies that teachers have witnessed how School heads communicate with their stakeholders, what their needs are, and somehow give feedback on the end result of each programs and projects. Perhaps, school heads are aware that when stakeholders are satisfactorily engaged, their influence spreads far and wide. As noticed, school heads extend their schools to the stakeholders as this creates positive project conclusion. School heads know for a fact that stakeholders play an important role in managing schools. They are considered an affiliate in making the school conducive to teaching and learning.

Republic Act 9155 also known as the Basic Education Act of 2021, school heads are empowered by this virtue where they can make innovations on the strategies and techniques to raise the school performance. Hence, stakeholders are also empowered so that they can do something in school for the benefit of the learners provided that it does not involved gambling and other forms of it (Pelayo, 2018).

On the other hand, indicator *Utilizes data, e.g. BEIS/SIS, SBM assessment, TSNA and Strategic planning in the*

development of SIP/AIP got the lowest mean of 3 (SD=0.61), but with a description of **Most of the Time**. This denotes that although it got the lowest mean on the table, teachers are still informed that their school heads are doing the assessment using the tools. These are very important considering that these highlight the performance not only in the school, but as well as the school heads. It should be noted that school heads should be the model in implementing continuous school improvement to produce better learning outcomes among teachers and students who can help change institutional culture.

In a study of Bouchamma, et al. (2014), it revealed that the principals gave greater weight to the management of education services, followed by human resources, educational environment and finally administration. Oracion (2014) also expressed distributed leadership has been proposed and one approach to the distribution of leadership in schools is teacher leadership. Concerns have been raised about the tendency to associate leadership with ascribed authority and position and confining school leadership to the leadership of the principal. Teacher leadership recognizes the important contribution of teachers to school improvement and brings to the forefront on the emergence of excellent teachers who have demonstrated leadership capabilities at the same time.

Hence, principals strongly shape the conditions for high-quality teaching and are the prime factor in determining whether teachers stay in high-needs schools. High-quality principals, therefore, are vital to the effectiveness of our nation’s public schools, especially those serving the children with the fewest advantages in life.

TABLE 2. Distribution of Teacher-Respondents’ Administrative and Instructional Leadership Skills of the School Heads in terms of Instructional Leadership

Domain 2 (Instructional leadership)	Mean	SD	Description
Manages the processes and procedures in monitoring student achievement	3.51	0.63	At all times
Ensures utilization of a range of assessment processes to assess students’ performance	3.53	0.72	At all times
Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies	3.48	0.82	Most of the time
Utilizes assessment results to improve learning	3.54	0.63	At all times
Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians, regularly.	3.53	0.74	At all times
Develops/adapts a research-based school program	3.6	0.62	At all times
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	3.51	0.72	At all times
Develops a culture of functional literacy.	3.52	0.60	At all times
Manages the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	3.57	0.63	At all times
Works with teachers in curriculum review	3.61	0.63	At all times
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.	3.52	0.61	At all times
Prepares and implements an instructional supervisory plan, conducts instructional supervision using appropriate strategy	3.54	0.72	At all times
Evaluates lesson plans as well as classroom and learning management	3.52	0.75	At all times
Provides in a collegial manner, timely, accurate and specific feedback to teachers’ regarding their performance	3.58	0.82	At all times
Provides expert technical assistance and instructional support to teachers.	3.53	0.81	At all times
Overall Mean	3.54	0.69	At all times

Table 2 shows the distribution of the administrative and instructional leadership skills of the school heads in the domain of instructional leadership as perceived by the teachers. The data reveal that the overall mean is 3.54 (SD=0.69) with a description of **At All Times**. This means that teacher-respondents feel that their school heads emanate outstanding instructional leadership that greatly influences

their efficacy. The teachers experience that their school heads have been in their journey in managing the school and in the classroom particularly. They know that their school heads have close monitoring with them as they closely work with each other. They also think that their school heads are just one call away if problems in the academic environment arise. It should be noted that school heads are regarded as

administrators, diplomats, curriculum leaders, and teachers among others.

Among the indicators, indicator **Works with teachers in curriculum review** got the highest mean of 3.61 (SD=0.63) with a description of **At all Times**. This suggests that school heads really work closely with their teachers in the preparation of the curriculum as observed by the teachers themselves. School heads have been monitoring and reviewing the curriculum that their teachers are creating and implementing. As observed, school heads really double check the activities and performance of their teachers for quality education. As articulated in the Professional Standard 4 for Educational Leaders (2015), seven (7) points an instructional leader shall possess. It thoroughly speaks on curriculum, instruction, and assessment. It talks more on the implementation of curriculum, instruction and assessment which promotes mission and vision of the school; activities shall be aligned with the curriculum; promote instructional practice; provision of activities that are challenging and within the students' experience; promote effective use of technology; employ assessment; use the data generated from assessment to monitor students' progress.

Hence, instructional leaders are well-equipped in all aspects of life. Being flexible is vital in handling different personalities in the school setting; catering all the needs and concerns in school both internal and external stakeholders.

Further, indicator **Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies** obtained the lowest mean of 3.48 (SD=0.82), though, with a description of **Most of the time**. This manifests that although the teachers know that their school heads are functioning their roles as required from them, they still need to double its effort to maintain efficacy of their performance. School heads need to diversify academic programs and enhance academic quality as well as enriching curricular and co-curricular activities through academic and student life experiences. They should take time to meet with their teachers to develop and approve work plans. The work plans stipulate specific areas of engaged teaching, research, activities, and service. It has been noted that teachers work when they are asked to do such and when they see the support coming from their school heads.

Clandinin, et al. (2009, 2015) emphasizing the notion that teachers need to be provided with the training, the teaching tools, and the support they need to help all students reach high performance levels. Specifically, teachers need access to curriculum guides, textbooks, or specific training connected to the school curriculum. They need access to lessons or teaching units that match curriculum goals. They need training on using assessment results to diagnose learning gaps.

TABLE 3. Distribution of Teacher-Respondents' Administrative and Instructional Leadership Skills of the School Heads in terms of Creating a Student-Centered Learning Climate

Domain 3 (Creating a Student-Centered Learning Climate)	Mean	SD	Description
Establishes and models high social and academic expectations for all	3.45	0.80	Most of the time
Creates an engaging learning environment	3.64	0.65	Most of the time
Participates in the management of learner behavior within the school and other school related activities done outside the school	3.49	0.72	Most of the time
Supports learners desire to pursue further learning	3.5	0.74	Most of the time
Recognizes high performing learners and teachers and supportive parents and other stakeholders.	3.49	0.64	Most of the time
Creates and sustains a safe, orderly, nurturing and healthy environment	3.51	0.62	At all times
Provides environment that promotes the use of technology among learners and teachers	3.56	0.70	At all times
Overall Mean	3.52	0.69	At all times

Table 3 presents the administrative and instructional leadership skills of the school heads in domain of Creating a Student-Centered Learning Climate as perceived by the teacher-respondents. The table reveals that the overall mean obtained a 3.52 (SD=0.69) with a description of **At all Times**. This posits that teachers appreciate their school heads endeavor in creating a student-centered learning climate in their respective areas. They have witnessed how resourceful these school heads are and how they are motivated with their work because of them. As noticed, one project which schools implement is the child-friendly school system where collaboration between internal and external stakeholders is created. Creating a Student-Centered Learning Climate is establishing a school where every student is actively engaged in the progression of a lesson, where students take ownership over their own learning, and where critical thinking skills are in constant development. Oleszewski, et al. (2012) and Ail, et al. (2015) stressed that principals should also carry out activities related to the development and progress of the students; activities which can improve their performance, build a

positive school climate, and motivate the students to build their determination; activities which can monitor and evaluate teachers and students regularly for academic improvement.

Among the indicators, indicator **Creates an engaging learning environment** received the highest mean of 3.64 (SD=0.65) with a description of **Most of the Time**. This basically means that school heads establish a sound atmosphere in their different areas as professed by the teachers. School heads recognize the importance of building rapport with learners and teachers as they are considered an epitome in schools. As observed, school heads foster personal growth by encouraging learners and teachers to be creative, innovative, and independent in the framework of social responsibility.

Fleenor (2015) emphasized that effective leadership encompasses variety of leadership skills and behaviors. Reeves elaborated on the need of school administrators to capitalize on the leadership factors that have the greatest influence an impact on a student achievement. In creating a student-centered learning environment, school administrators

seek to incorporate technology that individualizes instruction based on student needs. They also look for digital programs that focus on gradual skill development through scaffold instruction, ongoing assessments, and even games or activities.

Moreover, indicator **Establishes and models high social and academic expectations for all** obtained the lowest mean of 3.45 (SD=0.80) but with a description of **Most of the Time**. This denotes that although teachers experience the support coming from the school heads on creating high social and academic expectations for all, they feel that there is still a need for the school heads to improve its engagement with them and with the learners. Perhaps, school heads’ authoritative outlook would somehow give the teachers and students an impression of stern attitude. Based from the experience of the teachers, they are sometimes apprehensive when talking to their school

heads for they feel that they are not acknowledged and appreciated. This experience came from one of the respondents during the interview.

As noted, school heads’ behaviors are associated with teachers and students’ achievement, their social and emotional outcomes, and their peer relationship. These results would somehow speak to the ability and capacity of school heads and would give an impression of high quality environment. Thus, to create a student-centered learning environment instructional leader will: set up the school for many types of learners; know how the many roles of teacher apply to the learning experiences teachers create; and build relationships that promote a safe and positive environment in which students are responsible, self-motivated, and self-evaluating.

TABLE 4. Distribution of the Teacher-Respondents’ Administrative and Instructional Leadership Skills of the School Heads in terms of Human Resource Management and Professional Development

Domain 4 (Human Resource Management and Professional Development)	Mean	SD	Description
Builds a community of learners among teachers	3.51	0.62	At all times
Assesses and analyzes the needs and interests of teachers and other school	3.5	0.73	At all times
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	3.48	0.64	Most of the time
Monitors and coaches employees and facilitates the induction of new ones	3.58	0.72	At all times
Recognizes potential of staff and provides opportunities for professional development	3.57	0.60	At all times
Ensures that the objectives of the school development plan are supported with resources for training and development programs	3.45	0.82	Most of the time
Prepares , implements, and monitors school-based INSET for all teaching staff based IPPD’s	3.48	0.75	Most of the time
Monitors and evaluates school-based INSETs.	3.46	0.83	Most of the time
Utilizes the basic qualification standards and adheres to pertinent policies in recruiting and hiring teachers/staff	3.46	0.81	Most of the time
Creates and trains School Selection and Promotion Committee and trains its members	3.52	0.72	At all times
Recommends better ways and means to improve recruitment, hiring and performance appraisal of teachers.	3.43	0.83	Most of the time
Assigns teachers and other personnel to their area of competence	3.49	0.71	Most of the time
Assists teachers and staff in setting and resetting performance goals	3.41	0.65	Most of the time
Monitors and evaluates performance of teaching and non-teaching personnel vis-a-vis targets	3.57	0.73	At all times
Delegates specific tasks to help manage the performance of teaching and non-teaching personnel	3.34	0.82	Most of the time
Coaches deputized staff as needed on managing performance	3.53	0.64	At all times
Creates a functional school-based performance appraisal committee	3.38	0.72	Most of the time
Assists and monitors the development of IPPD of each teacher	3.48	0.84	Most of the time
Overall Mean	3.48	0.73	Most of the time

Table 4 shows the administrative and instructional leadership skills of the school heads in domain of Human Resource Management and Professional Development as perceived by the teachers. The table bares that the overall mean obtained 3.48 (SD=0.73) with a description of **Most of the Time**. This means that the teachers understood that School heads’ instructional leadership has a strong influence on the success of a school. Their responsibilities include planning, recruiting, selection, induction, training, developing, ensuring safety, determining compensation packages and smoothing career path of personals working in the organization. Principals carry out activities related to the development and progress of the students, who can improve their performance, build a positive school climate, and motivate the students to build their determination, monitor and evaluate teachers and students regularly for academic improvement. School administrators’ professional development is critically important to school improvement focused on enhanced student learning outcomes. Nevertheless, there continues to be a need to communicate the importance of continuous learning and

development for educators, individually and collectively, to people in and out of schools.

According to Vekemen, et al. (2016, 2018, 2019), school heads and principals lead the improvement of the school’s culture and climate by ensuring there is a high standard of excellence, with high expectations adopted by the school community. This includes promoting professional development, providing incentives for students and staff, maintaining visibility, as well as protecting the time needed for classroom instruction from being consumed by managerial duties.

With all the indicators presented, indicator **Monitors and coaches employees and facilitates the induction of new ones** got the highest mean of 3.58 (SD=0.72) with a description of **At all Times**. This infers that teachers believe that their school heads have played their part in monitoring and coaching their subordinates. They have been with their teachers’ journey since day one of work. Teachers appreciate how their school heads supervise and encourage each one of them that they are able to enjoy their work as teachers rather than feel oppressed by it. For them, there is a sense of cooperation through

investing social capital and mutual trust within the organization.

As noticed, school heads and principals are familiar with effective approaches in building teacher capacity. They have been trained on how to handle and mentor different individual personalities. For example, they know how to build up systems and structures that would enable teachers to learn from implementation, such as organizing routines to visit the classrooms with teacher leaders or coaches and doing follow up meeting to evaluate the instructions they observed and guide them in constructing effective feedback for improvement.

As what Cawn, et al. (2016) mentioned principals understood the importance of belief-based and goal-driven leadership. They know how to build buy-in and urgency among stakeholders, and they had a firm grasp of adaptive leadership strategies for managing change.

On the other hand, indicator *Delegates specific tasks to help manage the performance of teaching and non-teaching*

personnel obtained the lowest frequency of 3.34 (SD=0.82), but with a description of **Most of the Time**. This denotes that although there is an evident of delegation of tasks in the school, the teachers believe that there are some areas that need improvement such as teachers need to consult first before making any decisions on delegated responsibilities. They feel that they cannot decide on their own for they have to ask for the approval of their school heads. As what one of the respondents revealed during the interview that there is always a short time for the teachers for delegated responsibilities, and they have limited opportunity to attend seminars and staff development programs. Some teachers also feel that there is a little support extended to them with regards to their activities and sometimes, there is no guidance from their heads. As observed, what constrained the process of delegation are lack of cooperation among teachers, understaffing, inadequate training, and lack of finances.

TABLE 5. Distribution of Teacher-Respondents' Administrative and Instructional Leadership Skills of the School Heads in terms of Parents and Involvement and Community Partnership

Domain 5 (Parents and Involvement and Community Partnership) has a strand on parental involvement	Mean	SD	Description
Establishes school and family partnerships that promote student peak performance	3.48	0.63	Most of the time
Organizes programs that involve parents and other school stakeholders to promote learning	3.55	0.73	At all times
Conducts dialogues for a training of teachers, earners, parents on the welfare and improves performance of learners.	3.47	0.82	Most of the time
Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners' projects exhibits, fairs, etc.; conducts dialogues and meetings with multi-stakeholders in crafting programs and projects	3.53	0.81	At all times
Participates actively in community affairs	3.51	0.72	At all times
Establishes sustainable linkages/partnership with other sector, agencies and NGOs through MOA/MOU or using Adopt-a-School Program policies	3.52	0.85	At all times
Overall Mean	3.51	0.72	At all times

Table 5 presents the administrative and instructional leadership skills of the school heads in domain of Parents and Involvement and Community Partnership as perceived by the teacher-respondents. The table tells that the overall mean obtained a 3.51 (SD=0.72) with a description of **At all Times**. This implies that school heads have been effective in bridging communication with the external stakeholders like the parents and the community itself as observed by the teachers. The teachers themselves have witnessed how their school heads reach out to the stakeholders for the improvement of their schools. The progress that they have seen creates a positive effect on student outcomes as students see the cooperation between both parties. One factor that is visible if there is a strong partnership between the schools and parents and community is when there is an increase in student attendance rates and reduction in dropouts, and delinquency. It has been observed that when parents and community are involved in any school programs or activities, there is always a positive school climate.

Indicator *Organizes programs that involve parents and other school stakeholders to promote learning* had the highest mean of 3.55 (SD=0.73) with a description of **At all Times**. This posits that school heads have been dedicated and constant in creating and formulating programs and activities that entails the participation of the parents and the community.

This effort has been witnessed by the teachers themselves as they are also part of it. This demonstrates that it takes a village to raise and educate a child. The whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students. Parent, family, and community involvement means different things to different people.

Further, indicator *Conducts dialogues for a training of teachers, earners, parents on the welfare and improves performance of learners* got the lowest frequency of 3.47 (SD=0.82) but with a description of **Most of the Time**. This suggests that although teachers are aware of the school heads' activities on organizing dialogues for teachers and parents, they still feel the need of enhancing and enriching this activity. Teachers identify the importance of dialogues among the school heads, teachers, parents and community itself. They know for certain that their overall job satisfaction can be greater if there is a collaboration and support from the school heads themselves. As per observation, there is a big impact on the quality of teachers' instruction if there is a supportive and collaborative professional relationships among teachers and between teachers and administrators.

TABLE 6. Distribution of Teacher-Respondents on the Administrative and Instructional Leadership Skills of the School Heads in terms of School Management and Operations

Domain 6 (School Management and Operations)	Mean	SD	Description
Manages the implementation, monitoring and review of the SIP/AIP and other action plans	3.54	0.82	At all Times
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	3.47	0.80	Most of the Time
Allocates/ prioritizes funds for improvement and maintenance of school physical facilities and equipment	3.52	0.62	At all Times
Oversees school operations and care and use of school facilities according to set guidelines	3.54	0.73	At all Times
Institutionalizes best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	3.53	0.82	At all Times
Assigns/hires appropriate support personnel to manage school operations	3.48	0.65	Most of the Time
Prepares a financial management plan; develops a school budget which is consistent with SIP/AIP	3.53	0.72	At all Times
Generates and mobilizes financial resources	3.51	0.82	At all Times
Manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines	3.48	0.62	Most of the Time
Accepts donations, gifts, bequest and grants in accordance with R.A 9155	3.51	0.70	At all Times
Manages a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties	3.48	0.62	Most of the Time
Organizes a procurement committee and ensures that the official procurement process is followed	3.52	0.61	At all Times
Utilizes funds for approved school programs and projects as reflected in SIP/AIP; monitors utilization, recording and reporting of funds	3.49	0.62	Most of the Time
Accounts for school fund; and prepares financial reports and submits/ communicates the same to higher education authorities and other educational partners	3.54	0.64	At all Times
Applies Information Technology (IT) plans for online communication	3.57	0.72	At all Times
Uses IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)	3.5	0.71	At all Times
Uses IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines	3.55	0.70	At all Times
Shares with other school heads the school experience in the use of new technology.	3.59	0.81	At all Times
Overall Mean	3.51	0.71	At all Times

Table 6 shows the teachers-respondents’ response on the administrative and instructional leadership skills of the school heads in domain of School Management and Operations. The table shows that the overall mean was 3.51 (SD=0.71) with a description of **At all Times**. This denotes that teachers are knowledgeable that school heads manage and oversee school operation and other action plan. They are certainly informed and have observed how school heads operate and utilize funds for programs that are in accordance to the SIP/AIP. They also involve stakeholders on the implementation of the activities.

School administration is itself often part of larger administration units. The conditions of teachers’ working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students.

Professional Standard 9 for Educational Leaders (2015) articulated operations and management. Instructional leaders manage school operations and resources to promote each student academic success and well-being. It includes the following: institute and monitor school operations and management system; manage staff resources; seek, acquire and manage fiscal, physical and other resources to support the curriculum; stewards of schools’ monetary and non-monetary resources; protect teachers; employ technology for quality and improvement; develop data and communication system; understand rights, policies and regulations; develop and manage relationship with the members of the school system; develop fair and equitable management; and manage governance processes.

Among the indicators, indicator *Shares with other school heads the school experience in the use of new technology*

obtained the highest mean of 3.59 (SD=0.81) with a description of **At all Times**. This exhibits good performance for school heads as perceived by the teachers. This implies that school heads have strong networking with other school heads, administrators, and other external stakeholders on the use of technologies that would present new outlook for effective and sustainable school improvement. Though, it is evident that school leaders face challenges on management and operations due to rising expectations for schools characterized by technological innovation and globalization. The K to 12 program transform the educational systems to prepare all young people with the knowledge and skills needed in this changing world, the roles of school leaders and related expectations have changed radically. Effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes. Hence, the 21st century principals in primary and secondary schools play a more dynamic role and become far more than an administrator of top-down rules and regulations.

On the other hand, indicator *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* had the lowest mean of 3.47 (SD=0.80), but with a description of **Most of the Time**. This indicates that although school heads are able to create programs for stakeholders and execute it in cognizance to its improvement plan, the teachers believe that there is a need to check and evaluate the programs being delivered in the institution. Perhaps, teachers see that the programs being given are not what are really needed. With this, School heads should conduct a need assessment to the target audience to validate its own level of knowledge and

skill, its interests and opinions, or its learning habits and preferences. As noticed, if school heads perform need assessment before any programs to implement, they can easily assess and check some gaps between what exists and what is needed.

Also, teachers feel the importance of school plants and facilities. They comprise the tools that are essential to

facilitate and encourage educational programs. As such, teachers believe that school heads need to address the absence of school plant and facilities. It has been observed that the existence of such school plant and facilities can make or break the fulfillment of the mission and vision of educational goals of the institution.

TABLE 7. Distribution of Teacher-Respondents' Administrative and Instructional Leadership Skills of the School Heads in terms of Personnel and Professional Attributes and Interpersonal Effectiveness

Domain 7 (Personnel and Professional Attributes and interpersonal Effectiveness)	Mean	SD	Description
Manifests genuine enthusiasm and pride in the nobility of the teaching profession	3.55	0.80	At all times
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	3.55	0.74	At all times
Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholder	3.52	0.81	At all times
Makes appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.54	0.80	At all times
Maintains good reputation with respect to financial matters such as the settlement of his/her debts, loans and other financial affairs	3.55	0.73	At all times
Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	3.54	0.72	At all times
Communicates effectively to staff and other stakeholders in both oral and written forms	3.57	0.82	At all times
Listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.	3.54	0.74	At all times
Interacts appropriately with a variety of audiences and demonstrates ability to empathize with others.	3.5	0.72	At all times
Observes award system and a system of assistance for teachers staff to sustain integrity, honesty and fairness in school practices	3.53	0.82	At all times
Demonstrates integrity, honesty and fairness all his/her dealings and transactions and makes individuals accountable for their actions.	3.53	0.81	At all times
Mobilizes teachers/staff in sustaining a project.	3.56	0.74	At all times
Maintains an open, positive and encouraging attitude toward change.	3.51	0.73	At all times
Assists teachers in identifying strength and growth areas through monitoring and observation	3.52	0.71	At all times
Introduces innovations in the school program to achieve higher learning outcomes	3.56	0.80	At all times
Monitors and evaluates the implementation of change programs included in SIP/AIP	3.55	0.82	At all times
Observes and applies multi-tasking in giving assignments	3.57	0.75	At all times
Advocates and executes plans for changes including culture change in the workplace	3.54	0.80	At all times
Empowers teachers and personnel to identify, initiate and manage changes.	3.57	0.82	At all times
Overall Mean	3.54	0.77	At all times

Table 7 shows the administrative and instructional leadership skills of the school heads in domain of Personnel and Professional Attributes and interpersonal Effectiveness as perceived by the teachers. The table discloses that the overall mean obtained 3.54 (SD=0.77) with a description of **At all times**. This denotes that personnel and professional attributes and interpersonal effectiveness of School heads are achieved in practicing and applying these attributes in their daily lives specifically in school. These tasks were embodied by site-based or collaborative decision making where school leaders had to work collaboratively with parents, staff and the community with the intent of improving teaching and learning. In most cases, school heads should have an excellent interpersonal relationship among students, colleagues, and parents. They should lead in exemplifying the culture of strong social relationship as this manifest a positive school environment.

Among the indicators, indicator *Communicates effectively to staff and other stakeholders in both oral and written forms* got the highest mean of 3.57 (SD=0.82) with a description of **At all Times**. This suggests that the teachers perceived that school heads really communicate well to them and to other stakeholders. This is a key dimension of leadership. Effective communication strengthens the knowledge, skills, and attitude that school heads should have to build a strong authority

above all things. Problems in schools whether internal or external can be best solved if information is carried through a right process like whether information was communicated or not, what was communicated, and how it was communicated and who communicated it. This also entails that thinking before talking minimizes communication problems and upholds the integrity and professionalism of school heads, the schools itself, and the educational community as well.

In a study conducted by Donnelly (2012), he mentioned that principal leadership behaviors categorized as transformational in nature, combined with relational trust, contribute to high student achievement in the school studied. He further mentioned that well-organized professional learning communities and collective efficacy among the faculty gives open, two-way communication pathways between school leaders and followers. Indeed, it is but important to have an open communication as this would give smooth relationship not just with colleagues, and students, but to the entire school community.

Furthermore, indicator *Interacts appropriately with a variety of audiences and demonstrates ability to empathize with others* received the lowest mean of 3.5 (SD=0.72), but with a description of **At all Times**. This signifies that although teachers encounter how school heads interact to different kinds of personalities in school, they believe that there is still a

need to improve such by modeling the proper conduct. Problems occur if school heads are not broadminded and easy to judge others. These behaviors would somehow create tension in school, and would not give a positive atmosphere. In addition, school heads need to have compassion in all aspects as this would give deeper appreciation and understanding of people’s emotional and physical needs. If empathy is passed, people around them would also have a better understanding with the world around them.

Teachers’ and Learners’ Performance.

One of the bases of gauging teachers’ performance is on their rating of their Individual Performance Commitment Review Form otherwise known as IPCRF. Every year, teachers’ performance is being evaluated by the school head based on the artifacts which match on the indicators of the IPCRF. The following indicators of the teachers’ performance are presented to find out if these affect the school performance.

TABLE 8. Descriptive Statistics on the Respondent’s Individual Performance Commitment Review Form

Equivalent Rating	Description	Frequency	Percent
4.500-5.000	Outstanding	31	8.16
3.500-4.499	Very Satisfactory	339	89.20
2.500-3.499	Satisfactory	5	1.32
1.500-2.499	Unsatisfactory	3	0.79
Below 1.499	Poor	2	0.53
Total		380	100.00
Overall Mean		4.109	
Standard Deviation		4.26	
Description		Very Satisfactory	

Table 8 shows the descriptive statistics on the learner’s achievement level in IPCRF. It reveals that the teachers with an overall mean of 4.109 (SD = 4.26) has a description of "Very Satisfactory". The highest frequency 339 (89.20%) also is "Very Satisfactory". This implied that majority of the teacher respondents Performance were exceeded expectations. This implied further that Teacher respondents consistently demonstrates all set indicators. All goals, objectives and target were achieved above the established standards. Majority of the teachers’ performance were able to met expectations in terms of quality of work, efficiency and timeliness. The evaluation of documents and other artifacts per Key Result Area (KRA) are the bases of evaluation. The more support documents they can present, the higher is the rating. It should be noted that Outstanding and Very Satisfactory Ratings manifest good performance. This means that the teachers are properly guided by the school heads. Their tasks and functions are carried everyday as to the delivery of instruction which consists of the usage of the prescribed Daily Lesson Log or Detailed Lesson Plan per DepEd Order No. 42, s. 2016, the appropriate use of assessments per DepEd Order No. 8, s. 2015, the utilization of appropriate instructional materials and teaching strategies.

It further reveals that learners with a poor performance obtained the lowest frequency of 2 (0.53%). This implied that there are few who get poor performance. This shows that majority of the teachers were above average performance. There were only few teachers whose performance failed to

meet expectations, and/or one or more of the most goals were not met. There were only 2 teachers whose Performance was consistently below expectations. Teachers whose performance were poor indicated that reasonable progress towards critical goals was not made. Significant improvement is needed in one or more important areas. Somehow teachers with this kind of performance maybe because of personal problems that affected their performance being a teacher. Individual Performance Commitment and Review Form (IPCRF).The Department of Education (DepEd) is committed to provide the members of its organization with opportunities to: Link their individual achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission.

TABLE 9. Distribution of Learners’ Performance level in terms of NAT

Learners’ Performance	Frequency	Percentage
Outstanding	155	40.79
Very Satisfactory	225	59.21
Satisfactory	0	00
Unsatisfactory	0	00
Poor	0	00
Total	380	100

Further, Table 9 shows the distribution of the Grade 6 learners’ performance rate in terms of National Achievement Test last school year 2018-2019. The table presents that out of 380 students, 225 (59.21%) of them rated **Very Satisfactory** in their performance in terms of NAT and followed by 155 (40.79%) who were rated **Outstanding**. On the other hand, no one rated satisfactory, unsatisfactory and poor. A closer look at the table manifests that the teachers are very satisfied with the NAT performance of their learners. It is the policy of the department to exhaust the allotted time for various learning areas. Policy on time on task is strictly followed. Each teacher is directed to follow the learning competencies; that each objective culled out from the LC is non-negotiable. Thus, teachers are confident of how the learners answered the test during the National Achievement Test. Typically, NAT examination serves as a guide for principals and teachers in their respective courses of plan. This would identify what programs to create and recreate for students’ success. In other words, its result would determine which subject areas the students need to improve on and which ones the students excel in.

TABLE 10. Distribution of Learners’ Performance level in terms of Reading Comprehension Skills

Learners’ Performance	Frequency	Percentage
Non reader	0	00
Frustration	68	17.89
Instructional	192	50.53
Independent	120	31.58
Total	380	100

Table 10 shows the distribution of Grade 6 learners’ performance rating in terms of reading and comprehension skills. The table presents that out of 380 learners, 192 (50.531%) of them have been rated as **Instructional**, and 120 (31.58%) of them got **Independent** but no one belongs to non-reader level in terms of word recognition on identifying

miscues namely: substitution, repetition, insertion, hesitation and for comprehension indicators: answering questions which are literal, interpretive and application. This rating on the reading comprehension skills of the learners was based on the result of the oral pretest and posttest which is administered yearly. The assessment tools are generated from the Philippine Reading Inventory, a standardized test.

This simply implies that students can read with the support of a teacher. This is the level where students make the progress in reading. However, unlike in independent rating where students can read on their own without any assistance, these students who are in the instructional level need the supervision of the teachers since their performance is only at 90 to 96% in word reading and 59 to 79% in comprehension. This result may infer the performance of the students from the 2018 global survey called Program for International Assessment (PISA) among 600,000 students worldwide. Filipino students got a rating of 340 point in reading comprehension lower than the average of 487 points.

While table shows that majority of the students belonged to Very Satisfactory rate in the National Assessment Test, table 10 cannot be discounted otherwise since more than half

of the students are in the Instructional (50.53%) and Frustration (17.89%) level. Given such rate, it is not surprising that the Philippines ranked last among 79 countries. School heads then need to do something about it and not just acknowledge it or let it be. They should look for ways on how to address this problem if they want to see development of the students.

Relationship between School Heads' Profile and School Performance

Education research confirms that most school variables have little effects on learning when it is studied separately. The final result comes when individual variables combine to reach significant magnitude. Every school heads play a vital role in the development and progress of the institution. Excellent Administrative and instructional leadership skills are good indicators to the teachers' performance according to some studies and literature. The following tables are presented to determine the relationship between the administrative and instructional leadership skills to teachers and learners' performance.

TABLE 11. Test of Significant Relationship between the School Heads' Profile and the School Performance

School Head's Profile	SCHOOLS' PERFORMANCE					
	IPCRF		NAT		READING COPREHENSION	
	r	P	r	P	r	P
Age	.223	.104 NS	.513	.130 NS	.546	.201 NS
Sex	.156	.221 NS	.162	.14 NS	.369	.332 NS
Designation	.758	.004* S	.578	.008* S	.741	.001* S
Educational Qualification	.456	0.00* S	.221	0.00* S	.852	.000* S
Work Experience	.754	.208 NS	.347	.244 NS	.951	.106 NS
Family Monthly Income	.452	.115 NS	.398	.201 NS	.753	.198 NS

Legend: NS- Not Significant; S=Significant

Table 11 shows that the relationship between the school heads' profile to the school performance. There are three groups being compared: the IPCRF, the NAT, and the Reading Comprehension. The null hypothesis on no significant relationship between the School Heads' profile in terms of *age, sex, work experience, and family monthly income* and the school performance considering the teachers' IPCRF, the learners' NAT, and their Reading Comprehension is **accepted**. However, a closer look at the indicators shows that there is a significant relationship between the School Heads' profile such as designation and educational qualification and the school performance. Hence, there null hypothesis on no significant relationship between the school heads' profile in terms of *designation and educational qualification* and the school performance considering the teachers' IPCRF, the learners' NAT, and their reading comprehension is **rejected**.

This means that age, sex, work experience and family monthly income do not have a bearing on the teachers' performance in terms of their IPCRF, the learners' NAT

performance, as well as their Reading comprehension. This goes to show that the administrative and instructional function are not affected whether the school heads are young or seasoned, male or female, have a short or long work experience, or have a small or big monthly income. These characteristics are not a hindrance in serving their schools as they are committed, competent and compassionate in performing their task well.

However, designation of school heads has an association on the teachers' performance in terms of their IPCRF, the learners' NAT and their reading comprehension skills. It can be inferred that the leadership style of the school heads has a strong impact to the teachers' performance. They are considered the captain of the ship, the conductor of the orchestra and the heart of the school. Indeed, they are totally responsible for the success of their organizations. As what Manyena, B.P. (2015) stressed that although the school comprises of various entities of leadership, the principal plays

a dominant role, one that is inextricably linked to the growth and development of the school.

In addition, Oracion (2014) expressed that concerns have been raised about the tendency to associate leadership with ascribed authority and position and confining school leadership to the leadership of the principal. Distributed leadership has been proposed and one approach to the distribution of leadership in schools is teacher leadership.

Moreover, educational qualification of the school heads has an association of the teachers performance in terms of their IPCRF, the learners' NAT and their reading comprehension skills. This signifies that the performance of the teachers lies on the ability of the school heads, and that includes their educational qualifications. In some cases, there

are teachers who are already doctorate degree holder but their school heads have not finished yet. Considering that school heads are educational leaders, it might be that teachers who have scaled one degree up over their school leaders may affect their performance as well as to the learners. Educational qualifications have to be considered because this is one of the standards that must not be taken for granted as this is linked to the capacities and abilities required to perform the job well. It has been said that qualifications exhibit someone's credibility in handling their duties and responsibilities. As observed, qualification correlates competencies.

Relationship between School Heads' Administrative and Instructional Leadership Skills and Schools' Performance.

TABLE 12. Test of Significant effect between the school heads' administrative and instructional leadership skills and the schools' performance

School Performance Indicators	School Heads' Administrative and Instructional Leadership Skills													
	School Leadership		Instructional Leadership		Student Centered Learning Climate		Human Resource Management and Professional Development		Parents Involvement and Community Partnership		School Management and Operation		Personal and Professional Attributes and Interpersonal Effectiveness	
	r	P	r	P	R	P	r	P	R	P	r	P	r	P
Teachers IPCRF	0.97	0.00 S	0.07	0.00 S	0.07	0.01 S	0.05	0.00 S	0.11	0.00 S	0.05	0.00 S	0.11	0.01 S
NAT	0.54	0.00 S	0.39	0.01 S	0.33	0.00 S	0.16	0.00 S	0.25	0.00 S	0.47	0.01 S	0.46	0.00 S
Reading and comprehension skills	0.57	0.00 S	0.31	0.00 S	0.40	0.01 S	0.75	0.01 S	0.07	0.00 S	0.47	0.00 S	0.43	0.01 S

Legend S = Significant

Table 12 presents the distribution of statistics between the school heads' administrative and instructional leadership skills and the schools' performance. There were seven groups being compared: school leadership, instructional leadership, creating a student centered learning climate, human resource management and professional development, parents and involvement and community partnership, school management and operation, and personal and professional attributes and interpersonal effectiveness. This indicates that there is a significant effect between the school heads administrative and instructional leadership skills and the schools' performance in terms of teachers individual Performance Commitment and Review Form (IPCRF), students national Achievement Test (NAT) and reading comprehension skills. Hence, the null hypothesis on there is no significant effect between the school heads administrative and instructional leadership skills and the schools' performance in terms of teachers individual Performance Commitment and Review Form (IPCRF), students national Achievement Test (NAT) and reading comprehension skills is **rejected**.

It implies that all the listed indicators in the school heads' administrative and instructional leadership skills are essential and would contribute a lot in the success of the school. School heads management and instructional leadership skills have substantial effects on teachers and students' performance within the school community. As observed, school heads who are prompt in monitoring teachers' daily routines and students' academic performance are those principals who are updated, has liquidated monetary matters on time, submits

essential documents at the required due dates and are excellent in dealing with teachers and students.

Moreover, the competency-based standard, supports the findings of the study. The Model Principal Supervisor Professional Standards underscored that instructional leaders and teachers affect the students' learning and development. The Instructional leadership competency-based standard can be manifested on the teachers' performance specifically on the Individual Performance Competency Review Form (IPCRF) which is complied by the teacher every school year (DepEd-EDPITAF, 2012).

IV. CONCLUSION

The study concludes that there is no significant relationship between the school heads' age, sex, work experience, and family monthly income and the school performance considering the teachers' performance, the learners' performance and their reading comprehension. However, there is a significant relationship between the school heads' designation and educational qualification, and school performance. Also, there is a significant effect between the school heads' administrative and instructional leadership skills and the schools' performance in terms of teachers' individual performance and students' achievement and their reading comprehension skills.

REFERENCES

[1] Ail, N. M. B. M., bin Taib, M. R., bt Jaafar, H., & bin Omar, M. N. (2015). Principals' instructional leadership and teachers' commitment in

- three Mara junior Science Colleges (Mjsc) in Pahang, Malaysia. *Procedia-Social and Behavioral Sciences*, 191, 1848-1853.
- [2] Bouchamma, Y., Basque, M., & Marcotte, C. (2014). School management competencies: Perceptions and self-efficacy beliefs of school principals. *Creative education*, 2014.
- [3] Bouchamma, Y., & Michaud, C. (2014). Professional development of supervisors through professional learning communities. *International Journal of Leadership in Education*, 17(1), 62-82.
- [4] Cawn, B., Ikemoto, G., & Grossman, J. (2016). Ambitious Leadership: How Principals Lead Schools to College and Career Readiness. *New Leaders*.
- [5] Clandinin, D. J., Downey, C. A., & Huber, J. (2009). Attending to changing landscapes: Shaping the interwoven identities of teachers and teacher educators. *Asia-Pacific journal of teacher education*, 37(2), 141-154.
- [6] Clandinin, D. J., Long, J., Schaefer, L., Downey, C. A., Steeves, P., Pinnegar, E., ... & Wnuk, S. (2015). Early career teacher attrition: Intentions of teachers beginning. *Teaching education*, 26(1), 1-16.
- [7] Donnelly, S. N. (2012). *The roles of principal leadership behaviors and organizational routines in Montana's distinguished Title I schools*. Montana State University.
- [8] Fleenor, L. A. (2015). *The relationship between student perceptions of classroom climate and TVAAS student achievement scores in title I schools* (Doctoral dissertation, East Tennessee State University).
- [9] Model Principal Supervisor Professional Standards 2015
- [10] <https://www.wallacefoundation.org/knowledge-center/Documents/Model-Principal-Supervisor-Professional-Standards-2015.pdf>
- [11] National Policy Board for Educational Administration. (2015). Professional standards for educational leaders 2015. *Reston, VA: Author*.
- [12] Oracion, C. C. (2014). *Teacher leadership in public schools in the Philippines* (Doctoral dissertation, UCL Institute of Education).
- [13] Oleszewski, A., Shoho, A., & Barnett, B. (2012). The development of assistant principals: A literature review. *Journal of educational administration*.
- [14] Republic Act 9155. Basic Education Act of 2021
- [15] <https://www.chanrobles.com/republicactno9184implementingrules.html>
- [16] Republic Act 9184. Government Procurement Act of 2003
- [17] <https://www.chanrobles.com/republicactno9184implementingrules.html>
- [18] Vekeman, E., Devos, G., & Valcke, M. (2016). Linking educational leadership styles to the HR architecture for new teachers in primary education. *SpringerPlus*, 5(1), 1-19.
- [19] Vekeman, E., Devos, G., & Valcke, M. (2019). The relationship between principals' configuration of a bundle of HR practices for new teachers and teachers' person-organisation fit. *The International Journal of Human Resource Management*, 30(5), 835-855.
- [20] Vekeman, E., Devos, G., Valcke, M., & Rosseel, Y. (2018). Principals' configuration of a bundle of human resource practices. Does it make a difference for the relationship between teachers' fit, job satisfaction and intention to move to another school?. *Educational Management Administration & Leadership*, 46(5), 820-840.