School Heads' Leadership Skills and Professional Dimensions on the School Culture and Performance in School in Division of Laguna

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Abstract—This study explores the relationship between school heads' leadership skills and professional dimensions and their influence on school culture and performance in the Schools Division of Laguna. Specifically, it analyzes leadership abilities through the lens of cognitive skills, interpersonal skills, technical skills, adaptability, employee motivation, innovation and creativity, critical thinking, and decision-making. Additionally, it evaluates the professional dimension, which includes leadership and development, teachers' professional growth opportunities, career advancement, and collaborative values. The study also assesses school culture based on core values and beliefs, decision-making inclusivity, feedback mechanisms, collaboration, and innovation. The researcher used descriptive research design, data were collected from school leaders and educators within the division. The findings revealed that both leadership skills and professional dimensions were demonstrated to a great extent among school heads, positively influencing school culture and overall performance. The results highlight the significant role of effective leadership in fostering a collaborative and innovative educational environment. Based on these findings, the study recommends continuous professional development programs for school heads to further enhance leadership effectiveness and sustain improvements in school culture and performance. The researcher highly recommends conducting further study considering other variables not mentioned in this study. This could lead to a more holistic understanding of the factors influencing student success and inform future educational strategies. By exploring diverse variables, future research can uncover additional insights that may enhance educational practices and policies aimed at fostering student achievement. This comprehensive approach will not only benefit students but also empower educators and parents to collaborate more effectively, creating a supportive network that prioritizes the overall development of learners. Such collaboration can lead to the development of tailored interventions that address individual student needs, ultimately promoting a more inclusive and effective educational experience for all. Integrating feedback from students and educators into this process will further refine these interventions, ensuring they are responsive to the evolving challenges faced in educational settings. By leveraging data-driven strategies and innovative teaching methods, educational institutions can adapt to these challenges while fostering a culture of continuous improvement that benefits everyone involved.

Keywords— School Heads; Leadership Skills; Professional Dimensions.

I. INTRODUCTION

School heads play a crucial role in shaping the overall success of educational institutions. As key decision-makers, they are responsible for fostering a positive learning environment, ensuring effective management, and driving academic excellence. Their ability to lead and influence teachers, staff, and students is largely dependent on their leadership skills, which encompass cognitive abilities, interpersonal relations, technical expertise, flexibility, employee motivation, innovation and creativity, critical thinking, and decision-making. Strong leadership skills enable school heads to navigate challenges, implement strategic initiatives, and create a culture of continuous improvement.
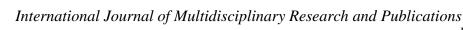
In connection with leadership skills, the professional dimension of school heads refers to their ability to support teacher development, facilitate career advancement, and promote collaborative values within the institution. When school leaders invest in professional growth opportunities, they empower teachers to enhance their instructional competencies, ultimately leading to better student outcomes.

School culture, on the other hand, reflects the collective values, beliefs, and practices within a school community. A strong and positive school culture is characterized by inclusivity in decision-making, open feedback mechanisms, teamwork, and a commitment to innovation. Effective leadership and a well-defined professional dimension contribute to the development of a school culture where educators and administrators work cohesively toward common goals.

The interaction between leadership skills, professional dimensions, and school culture significantly influences school performance. Key performance indicators such as enrollment, dropout, student promotion and retention, graduation, assessment results, and cohort survival serve as measures of institutional effectiveness. When school heads exhibit strong leadership skills and uphold professional development, they create a culture that enhances instructional quality and student achievement.

By examining these variables collectively, this study aims to determine how leadership skills, professional dimensions, and school culture contribute to overall school performance. Understanding these relationships will help identify solutions to challenges in school leadership, teacher development, and institutional management, ultimately leading to improved educational outcomes.

1.1 Statement of the Problem

1. What is the level of school heads' Leadership Skills in terms of:

1.1 Cognitive Skills
1.2 Interpersonal Skills
1.3 Technical Skills
1.4 Flexibility Skills
1.5 Employee Motivation.
1.6 Conflict Management
1.7 Innovation and Creativity
1.8 Critical Thinking
1.9 Decision Making

2. What is the level of School Heads' Professional Dimension in terms of:

2.1 Leadership Development
2.2 Teachers Professional Growth opportunities
2.3 Career Advancement
2.4 Collaborative Values

3. What is the level of School Culture, in terms of:

3.1 Core Values and Beliefs
3.2 Decision Making Inclusivity
3.3 Feedback Mechanism
3.4 Collaboration and Teamwork
3.5 Innovation

4. What is the level of School Performance in terms of:

4.1 Enrollment Rate
4.2 Dropout Rate
4.3 Promotion Rate
4.4 Retention Rate
4.5 Assessment Results (NAT)
4.6 SBM level of Practice
4.7 Graduation Rate
4.8 Cohort Rate

II. METHODOLOGY

A descriptive research design used in this study to measure the relationship of leadership skills and professional dimensions to the school culture and school performance. Through survey questionnaires, data were gathered and analyzed to determine if they are significantly related to school improvement in the Division of Laguna.

According to Heath (2023), descriptive research describes the characteristics of the group, situation, or phenomenon being studied without manipulating variables or testing hypotheses. This can be reported using surveys, observational studies, and case studies to compile the data. Besides making observations and then comparing and analyzing them, descriptive studies often develop knowledge concepts and provide solutions to critical issues.

III. RESULTS AND DISCUSSION

This chapter provides a comprehensive discussion of the collected data, along with its analysis and interpretation. The data is systematically arranged using tables, graphs, and descriptive narratives to ensure clarity and coherence.

Through careful examination, patterns, trends, and relationships are identified to address the research objectives. The interpretation of findings offers meaningful insights that serve as the foundation for the study's conclusions and recommendations.

Level of School Heads' Leadership Skills

In this study, the level of school heads' leadership skills refers to Cognitive Skills, Interpersonal Skills, Technical Skills, Flexibility Skills, Employee Motivation, Innovation and Creativity, Critical Thinking, and Decision Making.

The following tables show the statement, Mean, Standard Deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 1 presents the perception of the level of leadership skills of school heads as viewed by the teachers regarding cognitive skills. It also includes the statements, mean, standard deviation, and comments.

The school head consistently employs data to enhance the decision-making process. The mean (5.75) suggests a high level of cognitive skills. While the mean is slightly lower (5.55), it still indicates the school head is skilled in developing strategic solutions for school-related issues.

Table 1. Level of School Heads' Leadership Skills in terms of Cognitive Skills

The School Head...	Mean	SD	Remarks
The school head can analyze complex educational challenges effectively	5.57	0.92	Agree
The school head is skilled in developing strategic solutions for school-related issues.	5.55	1.05	Agree
The school head often evaluates different perspectives before making decisions.	5.65	0.89	Agree
The school head can effectively identify problems and opportunities within the school	5.62	0.90	Agree
The school head regularly utilizes data to informed decision-making process	5.75	0.93	Agree
Weighted Mean	**5.63**		
SD	**0.94**		
Verbal Interpretation	**Great Extent**		

The perception of school heads' leadership skills among teachers concerning cognitive skills achieved a weighted mean score of 5. 63 and a standard deviation of 0. 94, which was verbally interpreted as a great extent by the respondents.

Overall, school leaders are effective in analyzing challenges and making informed decisions, though enhancing strategic planning skills could further improve their leadership effectiveness.

Table 2 illustrates the extent of school heads' leadership abilities as perceived by the teachers regarding interpersonal skills. It also displays the statements, mean, standard deviation, and remarks.

The school heads demonstrate leadership skills with strong interpersonal skills. The mean (5.93) suggests that school heads are particularly effective in managing disagreements amicably. Meanwhile, active listening (5.65) had the lowest rating, implying a slight need for improvement in attentively addressing colleagues' concerns.

The level of school heads' leadership skills as perceived by the teachers in terms of interpersonal skills attained a weighted

mean score of 5.76 and standard deviation 0.88 and was verbally interpreted as *great extent* among the respondents reflect relatively consistent responses, showing general agreement on the school heads' interpersonal effectiveness.

Table 2. Level of School Heads' Leadership Skills in terms of Interpersonal Skills

The School Head…	Mean	SD	Remarks
Establishes positive relationships with teachers and staff.	5.68	0.92	Agree
Actively listen to the concerns of all colleagues	5.65	1.05	Agree
Fosters open communication within the school community	5.86	0.89	Agree
Effectively collaborates with others to achieve school goals	5.66	0.90	Agree
Resolves conflicts amicably with colleagues and stakeholders	5.93	0.93	Agree
Weighted Mean	**5.76**		
SD	**0.88**		
Verbal Interpretation	**Great Extent**		

Overall, school leaders excel in building positive relationships, fostering communication, and collaborating with stakeholders, though enhancing active listening skills could further strengthen their leadership impact.

Table 3 shows the level of school heads' leadership skills as perceived by the teachers in terms of technical skills. It also shows the statements, mean, standard deviation and remarks.

Table 3. Level of School Heads' Leadership Skills in terms of Technical Skills

The School Head…	Mean	SD	Remarks
Possesses the necessary skills to implement educational techno.	5.69	0.81	Agree
Knowledgeable about the curriculum relevant to my school.".	5.91	0.77	Agree
Can effectively train staff in new teaching methods.	5.83	0.79	Agree
Is proficient in using data management systems for student information.	5.50	0.87	Agree
Keeps up to date with the latest developments in education	5.85	0.73	Agree
Weighted Mean	**5.76**		
SD	**0.81**		
Verbal Interpretation	**Great Extent**		

Table 3 reveals that school leaders possess strong technical skills. The highest-rated skill is curriculum knowledge (5.91), indicating strong expertise in educational content. Conversely, proficiency in data management systems (5.50) received the lowest rating, suggesting a possible area for improvement. The standard deviation 0.81 indicates relatively consistent responses, showing agreement on the school heads' technical competence.

The level of school heads' leadership skills as perceived by the teachers in terms of technical skills attained a weighted mean score of 5.76 and a standard deviation of 0.81 and was verbally interpreted as *great extent* among the respondents.

In summary, school leaders are well-equipped in implementing technology, training staff, and staying updated on educational trends, though enhancing skills in data management systems could further strengthen their technical leadership.

Table 4 indicates the level of school heads' leadership abilities as perceived by the teachers concerning flexibility skills. It also includes the statements, mean, standard deviation, and remarks.

Table 4. Level of School heads' Leadership Skills in terms of Flexibility Skills

The School Head…	Mean	SD	Remarks
Adapts different leadership styles to meet the needs of the staff.".	5.68	0.84	Agree
Responds effectively to unexpected challenges in the school.	5.53	0.86	Agree
Is open to changing plans based on feedback from others.	5.79	0.79	Agree
Encourages the team to adjust their approaches when necessary	5.59	0.82	Agree
Remains calm and composed during times of uncertainty.	5.71	0.81	Agree
Weighted Mean	**5.66**		
SD	**0.85**		
Verbal Interpretation	**Great Extent**		

Table 4 indicates that school leaders exhibit strong flexibility skills. The highest-rated skill is openness to changing plans based on feedback (5.79), suggesting adaptability in decision-making. The lowest-rated skill is responding effectively to unexpected challenges (5.53), indicating a potential area for growth. The standard deviation 0.85 suggests relatively consistent responses, reflecting agreement on the school heads' adaptability, as perceived by the teachers, suggests a high level of cognitive skills.

The level of school heads' leadership skills as perceived by the teachers in terms of flexibility skills attained a weighted mean score of 5.66 and a standard deviation of 0.85 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders demonstrate flexibility in leadership styles, decision-making, and maintaining composure, though improving their responsiveness to unexpected challenges could further enhance their effectiveness.

Table 5 depicts the level of school heads' leadership skills as perceived by the teachers in terms of employee motivation skills. It also shows the statements, mean, standard deviation and remarks.

Table 5. Level of School Heads' Leadership Skills in terms of Employee Motivation

The School Head…	Mean	SD	Remarks
Provides staff with the necessary support to succeed.	5.66	0.86	Agree
Recognizes and celebrates the team's achievements regularly	5.63	0.86	Agree
Creates a positive work environment that encourages motivation	5.88	0.79	Agree
Set clear goals and expectations for the team	5.65	0.82	Agree
Provides opportunities for the staff to take on new challenges.	5.67	0.81	Agree
Weighted Mean	**5.70**		
SD	**0.83**		
Verbal Interpretation	**Great Extent**		

The data in Table 5 shows that school leaders demonstrate strong employee motivation skills. The highest-rated skill is creating a positive work environment (5.88), indicating that

school heads excel in fostering motivation and enthusiasm among staff. The lowest-rated skill is recognizing and celebrating achievements (5.63), suggesting a potential area for improvement. The standard deviation 0.83 reflects relatively consistent responses, indicating general agreement on the school heads' ability to motivate employees.

The level of school heads' leadership skills as perceived by the teachers in terms of employee motivation attained a weighted mean score of 5.70 and a standard deviation of 0.83 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders effectively support, guide, and inspire their staff, though more frequent recognition of achievements could further enhance motivation.

Table 6 demonstrates the level of school heads' leadership skills as perceived by the teachers in relation to conflict management. It also presents the statements, mean, standard deviation, and remarks.

Table 6. Level of School Heads' Leadership Skills in terms of Conflict Management

The School Head...	Mean	SD	Remarks
Addresses conflicts among staff promptly and effectively.	5.56	0.83	Agree
Encourages open discussions about differences in opinion.	5.64	0.82	Agree
Helps my team find common ground during disagreements.	5.78	0.82	Agree
Promotes a culture of respect and understanding in conflict situations	5.45	0.85	Agree
Uses mediation techniques to resolve conflicts among staff.	5.62	0.82	Agree
Weighted Mean	**5.61**		
SD	**0.83**		
Verbal Interpretation	**Great Extent**		

Table 6 reveals that school leaders in the Schools Division of Laguna demonstrate strong conflict management skills, with a weighted mean of 5.61 and a standard deviation of 0.83, verbally interpreted as "Great Extent." The highest-rated statement, helping the team find common ground during disagreements (5.78), suggests an emphasis on resolution and collaboration. Additionally, encouraging open discussions (5.64) and using mediation techniques (5.62) indicate proactive strategies for handling conflicts. While promoting respect in conflict situations (5.45) received the lowest rating, it still falls within the "Agree" range. These results suggest that school leaders prioritize effective communication, collaboration, and mediation in resolving conflicts.

Table 7 shows the level of school heads' leadership skills as perceived by the teachers in terms of innovation and creativity. It also shows the statements, mean, standard deviation and remarks.

Table indicates that school leaders demonstrate strong innovation and creativity skills. The highest-rated skill is encouraging the team to propose new ideas (5.80), suggesting that school heads actively promote idea generation for school improvement. The lowest-rated skill is supporting experimentation with innovative teaching methods (5.56), indicating a potential area for growth. The standard deviation 0.86 shows moderate consistency in responses.

Table 7. Level of School Heads' Leadership Skills in terms of Innovation and Creativity

The School Head...	Mean	SD	Remarks
Encourages team to propose new ideas for school improvement."	5.80	0.77	Agree
Supports experimentation with innovative teaching methods	5.56	0.86	Agree
Regularly seek out creative solutions to problems	5.64	0.88	Agree
Promotes a culture of innovation within the school	5.64	0.88	Agree
Recognizes and reward staff who contribute innovative ideas.	5.66	0.89	Agree
Weighted Mean	**5.65**		
SD	**0.86**		
Verbal Interpretation	**Great Extent**		

The level of school heads' leadership skills as perceived by the teachers in terms of innovation and creativity attained a weighted mean score of 5.65 and a standard deviation of 0.86 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders foster a culture of creativity, problem-solving, and innovation, though further support for experimenting with new teaching methods could enhance their effectiveness.

Table 8 shows the level of school heads' leadership skills as perceived by the teachers in terms of critical thinking. It also shows the statements, mean, standard deviation and remarks.

Table 8. Level of School Heads' Leadership Skills in terms of Critical Thinking

The School Head...	Mean	SD	Remarks
Evaluates the effectiveness of different educational approaches	5.56	0.83	Agree
Encourages my staff to think critically about their practices.	5.79	0.83	Agree
Analyzes the outcomes of decisions to improve future strategies	5.78	0.82	Agree
Regularly reflect on the leadership practices to enhance effectiveness	5.45	0.85	Agree
Makes decisions based on thorough analysis and reasoning.	5.62	0.82	Agree
Weighted Mean	**5.65**		
SD	**0.84**		
Verbal Interpretation	**Great Extent**		

Table 8 indicates that school leaders exhibit strong critical thinking skills. The highest-rated skill is encouraging staff to think critically (5.79), suggesting that school heads actively promote reflective and analytical thinking among their teams. The lowest-rated skill is regularly reflected on leadership practices (5.45), indicating a potential area for improvement in self-assessment and continuous personal growth. The standard deviation 0.84 reflects moderate consistency in responses.

The level of school heads' leadership skills as perceived by the teachers in terms of critical thinking attained a weighted mean score of 5.65 and a standard deviation of 0.84 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders demonstrate effective critical thinking, decision-making, and analysis, though deeper reflection on their leadership practices could further enhance their effectiveness.

Table 9 shows the level of school heads' leadership skills as perceived by the teachers in terms of decision-making. It also shows the statements, mean, standard deviation and remarks.

Table 9 shows that school leaders demonstrate strong decision-making skills. The highest-rated skill is considering the long-term impact of decisions (5.98), indicating that school heads prioritize sustainability and future outcomes. The lowest-rated skill is communicating decisions clearly to stakeholders (5.64), suggesting a potential area for improvement in transparency and clarity. The standard deviation 0.82 reflects relatively consistent responses.

Table 9. Level of School Heads' Leadership Skills in terms of Decision Making

The School Head…	Mean	SD	Remarks
Involves his/her team in the decision-making process	5.71	0.77	Agree
Based his/her decisions on relevant data and evidence	5.69	0.86	Agree
Considers the long-term impact of my decisions on the school	5.98	0.83	Agree
Communicates decisions clearly to all stakeholders.	5.64	0.85	Agree
Is confident in his/ her ability to make sound decisions for the school.	5.83	0.76	Agree
Weighted Mean	5.77		
SD	0.82		
Verbal Interpretation	Great Extent		

The level of school heads' leadership skills as perceived by the teachers in terms of decision making attained a weighted mean score of 5.77 and a standard deviation of 0.82 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders make well-informed, confident decisions based on data and collaboration, though enhancing communication of decisions could further strengthen their leadership effectiveness.

The school head involves his/her team in the decision-making process, they based his/her decisions on relevant data and evidence, they considers the long-term impact of their decisions on the school, also, they communicates decisions clearly to all stakeholders, lastly, the school head is confident in his/ her ability to make sound decisions for the school, as perceived by the teachers, suggest a high level of cognitive skills. This implies that school leaders make well-informed, confident decisions based on data and collaboration, though enhancing communication of decisions could further strengthen their leadership effectiveness.

Level of Professional Dimension of school leaders

In this study, the level of Professional Dimension of school leaders refers to Leadership and Development, Teachers Professional Growth Opportunities, Career Advancement, and Collaborative Values.

The following tables show the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 10 shows the level of school heads' professional dimensions as perceived by the teachers in terms of leadership and development. It also shows the statements, mean, standard deviation and remarks.

Table 10 indicates that school leaders demonstrate strong leadership and development skills. The highest-rated skill is addressing leadership challenges effectively (5.80), suggesting that school heads are proactive in problem-solving and continuous improvement. The lowest-rated skill is openness to new ideas in leadership development (5.57), indicating a potential area for growth in embracing innovative leadership approaches.

Table 10. Level of School Heads' Professional Dimension in terms of Leadership and Development

The School Head…	Mean	SD	Remarks
Provides clear vision and direction for leadership development within the school.	5.65	0.74	Agree
Actively supports and participates in leadership development programs.	5.65	0.77	Agree
The school head provides regular feedback and guidance to help develop leadership skills.	5.60	0.80	Agree
Is open to new ideas and approaches related to leadership development.	5.57	0.73	Agree
Addresses leadership challenges effectively and provides solutions for improvement.	5.80	0.68	Agree
Weighted Mean	5.66		
SD	0.75kj		
Verbal Interpretation	Great Extent		

The relatively low standard deviation of 0.75 reflects consistent responses among participants.

The level of professional dimension of school leaders in terms of leadership and development attained a weighted mean score of 5.66 and a standard deviation of 0.75 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders provide clear directions, actively support leadership programs, and offer guidance, though fostering greater openness to new leadership strategies could further enhance their development efforts.

Table 11 shows the level of school heads' professional dimensions as perceived by the teachers in terms of Teachers' Professional Growth Opportunities. It also shows the statements, mean, standard deviation and remarks.

Table 11. Level of School Heads' Professional Dimension in terms of Teachers Professional Growth Opportunities

The School Head…	Mean	SD	Remarks
Provides sufficient opportunities for professional growth and development.	5.35	0.81	Agree
The professional growth opportunities offered are align with teaching needs and goals.	5.93	0.67	Agree
Supports teachers in attending conferences, workshops, or training related to my teaching.	5.29	0.72	Agree
Teachers receive constructive feedback during professional development that helps them improve them teaching.	5.79	0.75	Agree
The professional growth opportunities available help teachers stay updated with the latest teaching methods.	5.73	0.71	Agree
Weighted Mean	5.62		
SD	0.78		
Verbal Interpretation	Great Extent		

The school leaders actively support teachers' professional growth opportunities. The highest-rated aspect is alignment of

professional growth opportunities with teaching needs and goals (5.93), suggesting that the development programs are relevant and beneficial.

The lowest-rated aspect is supporting teachers in attending conferences, workshops, or training (5.29), indicating a potential area for improvement in providing external learning opportunities. The moderate standard deviation of 0.78 suggests some variation in responses.

The level of professional dimension of school leaders in terms of teachers' professional growth opportunities attained a weighted mean score of 5.62 and a standard deviation of 0.78 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders facilitate teacher growth effectively, though increasing access to external training programs could further enhance professional development.

Table 12 shows the level of school heads' professional dimensions as perceived by the teachers in terms of Career advancement. It also shows the statements, mean, standard deviation and remarks.

Table 12. Level of School Heads' Professional Dimension in terms of Career Advancement

The School Head…	Mean	SD	Remarks
School leadership supports and encourages teachers to pursue career advancement.	5.58	0.80	Agree
The school provides clear pathways for career advancement within the organization.	5.72	0.75	Agree
Teachers receive guidance and mentorship that helps them prepare for career advancement opportunities.	5.53	0.80	Agree
Career advancement in the school is based on merit and performance rather than other factors.	5.69	0.81	Agree
There is transparency on how career advancement decisions are made within the school.	5.80	0.75	Agree
Weighted Mean	**5.66**		
SD	**0.79**		
Verbal Interpretation	**Great Extent**		

The school leaders strongly support career advancement. The highest-rated aspect is transparency in career advancement decisions (5.80), suggesting that the promotion process is clear and fair. The lowest-rated aspect is providing mentorship and guidance for career advancement (5.53), indicating a potential area for improvement in supporting teachers' professional growth. The moderate SD (0.79) reflects some variation in perceptions.

The level of school heads' professional dimensions of school leaders in terms of career advancement attained a weighted mean score of 5.66 and a standard deviation of 0.79 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders effectively encourage career growth and maintain transparency, though enhancing mentorship opportunities could further strengthen career development initiatives.

Table 13 reveals the level of school heads' professional dimensions as perceived by the teachers in terms of collaborative values. It also shows the statements, mean, standard deviation and remarks.

Table 13. Level of School Heads' Professional Dimension in terms of Collaborative Values

The School Head…	Mean	SD	Remarks
There are regular opportunities for teachers to collaborate with colleagues in planning and teaching.	5.50	0.82	Agree
Teachers actively support one another in their professional growth and development.	5.85	0.70	Agree
The school encourages collaborative problem-solving when challenges arise.	5.46	0.78	Agree
Teachers feel comfortable sharing ideas and resources with my colleagues to improve our teaching practices.	5.66	0.79	Agree
The school fosters a strong sense of collaboration among teachers.	5.73	0.78	Agree
Weighted Mean	**5.64**		
SD	**0.79**		
Verbal Interpretation	**Great Extent**		

Table 13 indicates that school leaders promote collaborative values. The highest-rated aspect is teachers actively supporting each other in professional growth (5.85), highlighting a strong culture of peer support. The lowest-rated aspect is collaborative problem-solving for challenges (5.46), suggesting a potential area for improvement in teamwork-based solutions. The moderate SD (0.79) reflects some variability in responses.

The level of professional dimension of school leaders in terms of collaborative values attained a weighted mean score of 5.64 and a standard deviation of 0.79 and was verbally interpreted as *great extent* among the respondents.

Overall, school leaders foster a collaborative environment where teachers share ideas and resources, though enhancing structured opportunities for collaborative problem-solving could further strengthen teamwork.

1) Level of School Culture in Schools Division of Laguna

In this study, the level of School Culture in Schools Division of Laguna refers to Core Values and Beliefs, Decision-Making Inclusivity, Feedback and Mechanisms, Collaboration and Teamwork, and Innovation.

The following tables show the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 14 shows the level of school culture as perceived by the teachers in terms of Core Values and Beliefs. It also shows the statements, mean, standard deviation and remarks.

Table 14. Level of School Culture in Schools Division of Laguna in terms of Core Values and Beliefs

Statements	Mean	SD	Remarks
The school leadership encourages staff to live out the school's core values in their daily work.	6.00	0.77	Agree
The core values of the school are integrated into all aspects of the curriculum and teaching practices.	5.96	0.73	Agree
The school consistently upholds its core values in day-to-day operations.	5.96	0.77	Agree
The core values of the school are clearly communicated to all staff members.	6.03	0.81	Agree
Teachers in the school demonstrate a strong commitment to the core values in their work with students.	5.96	0.76	Agree
Weighted Mean	**5.98**		
SD	**0.77**		
Verbal Interpretation	**Great Extent**		

Table 15 indicates that schools in the Schools Division of Laguna strongly uphold core values and beliefs, with a weighted mean of 5.98 and a standard deviation of 0.77, interpreted as "Great Extent." The highest-rated aspect is clear communication of core values to staff (6.03), suggesting that school leadership effectively conveys and reinforces these principles. The lowest-rated aspects, though still highly rated, include integration of core values into teaching practices (5.96) and teachers' commitment to core values (5.96), indicating areas where further emphasis could be beneficial. The moderate SD (0.77) suggests a high level of consistency in responses.

Overall, school leaders successfully promote and integrate core values into school culture, ensuring they are reflected in daily operations and teaching practices.

Table 16 shows the level of school culture as perceived by the teachers in terms of decision-making inclusivity. It also shows the statements, mean, standard deviation and remarks.

Table 15. Level of School Culture in Schools Division of Laguna in terms of Decision-Making Inclusivity

Statements	Mean	SD	Remarks
Ensures that everyone has voice and opportunity to contribute in decision making.	6.01	0.87	Agree
Decisions are made collaboratively within the school.	5.98	0.85	Agree
Contributions to decision-making are valued.	5.97	0.85	Agree
Leaders in the school actively seek input from all staff.	6.01	0.85	Agree
All staff are often consulted when important decisions are being made.	5.94	0.89	Agree
Weighted Mean	5.98		
SD	0.86		
Verbal Interpretation	Great Extent		

Table 15 indicates that schools in the Schools Division of Laguna strongly uphold decision-making inclusivity, with a weighted mean of 5.98 and a standard deviation of 0.86, interpreted as "Great Extent." The highest-rated aspects are ensuring everyone has a voice in decision-making (6.01) and leaders actively seeking staff input (6.01), highlighting a strong culture of collaboration. The lowest-rated aspect, though still highly rated, is consulting all staff when making important decisions (5.94), suggesting a slight opportunity for improvement in ensuring full participation. The moderate SD (0.86) reflects some variability in responses.

Overall, school leaders foster an inclusive decision-making process, valuing contributions and promoting a collaborative environment.

Table 16 shows the level of school culture as perceived by the teachers in terms of Feedback and mechanism. It also shows the statements, mean, standard deviation and remarks.

Table 16 indicates that schools in the Schools Division of Laguna maintain a strong feedback culture, with a weighted mean of 5.96 and a standard deviation of 0.75, interpreted as "Great Extent." The highest-rated aspect is feedback being taken seriously and acted upon (6.13), suggesting that leadership values and responds to input effectively.

The lowest-rated aspect, though still highly rated, is teachers feeling comfortable sharing thoughts and suggestions (5.83), indicating a potential area for improvement in fostering

open communication. The moderate SD (0.75) suggests consistency in responses.

Table 16. Level of School Culture in Schools Division of Laguna in terms of Feedback and Mechanisms

Statements	Mean	SD	Remarks
Teachers receive constructive feedback on their performance regularly.	5.91	0.73	Agree
There are formal processes for providing feedback to leadership.	5.86	0.72	Agree
Teachers feel comfortable sharing thoughts and suggestions for improvement	5.83	0.72	Agree
Feedback is taken seriously and acted upon within the school.	6.13	0.78	Agree
Teachers are informed that feedback is essential for growth as educators.	6.07	0.76	Agree
Weighted Mean	5.96		
SD	0.75		
Verbal Interpretation	Great Extent		

Overall, school leaders successfully implement feedback mechanisms that support teacher growth and encourage constructive dialogue.

Table 17 shows the level of school culture as perceived by the teachers in terms of Collaboration and teamwork. It also shows the statements, mean, standard deviation and remarks.

Table 17 shows that schools in the Schools Division of Laguna strongly promote collaboration and teamwork, with a weighted mean of 5.98 and a standard deviation of 0.88, interpreted as "Great Extent." The highest-rated aspect is the school providing resources and support for effective collaboration (6.04), indicating strong institutional backing for teamwork. The lowest-rated aspect, though still highly rated, is teachers' satisfaction with collaboration (5.93), suggesting a slight area for improvement in meeting teachers' expectations. The moderate SD (0.88) reflects some variability in responses.

Table 17. Level of School Culture in Schools Division of Laguna in terms of Collaboration and Teamwork

Statements	Mean	SD	Remarks
Teachers in the schoolwork well together as a team to achieve common goals.	6.02	0.87	Agree
The school provides enough time for teachers to collaborate with colleagues on lesson planning and problem-solving.	5.94	0.86	Agree
Everyone's opinions are valued during collaborative team discussions.	5.94	0.90	Agree
The school provides resources and support to make collaboration and teamwork more effective.	6.04	0.87	Agree
Teachers are satisfied with the level of collaboration and teamwork within the school.	5.93	0.87	Agree
Weighted Mean	5.98		
SD	0.88		
Verbal Interpretation	Great Extent		

Overall, school leaders foster a collaborative culture, ensuring that teachers work well together, have time for planning, and receive the necessary support for teamwork.

Table 18 shows the level of school culture as perceived by the teachers in terms of Innovation. It also shows the statements, mean, standard deviation and remarks.

Table 18. Level of School Culture in Schools Division of Laguna in terms of Innovation

Statements	Mean	SD	Remarks
The school encourages teachers to explore and implement innovative teaching methods.	5.95	0.87	Agree
The school actively promotes a culture of innovation and creativity among staff.	5.92	0.85	Agree
The school fosters an environment where failure is seen as a learning opportunity when trying innovative ideas.	5.90	0.86	Agree
The school leadership is open to exploring new and innovative practices in education.	6.05	0.89	Agree
There is a clear process in place for teachers to propose and implement innovative ideas.	6.00	0.89	Agree
Weighted Mean	**5.96**		
SD	**0.87**		
Verbal Interpretation	**Great Extent**		

Table 18 indicates that schools in the Schools Division of Laguna strongly support innovation, with a weighted mean of 5.96 and a standard deviation of 0.87, interpreted as "Great Extent." The highest-rated aspect is school leadership's openness to exploring new and innovative practices (6.05), reflecting strong administrative support for innovation. The lowest-rated aspect, though still highly rated, is fostering an environment where failure is seen as a learning opportunity (5.90), suggesting a potential area for further encouragement. The moderate SD (0.87) reflects general agreement among respondents.

Overall, schools cultivate a culture of innovation by promoting creativity, supporting new ideas, and providing structured opportunities for implementing innovative practices.

a)   Level of Performance in Schools Division of Laguna

In this study, the level of Performance in Schools Division of Laguna refers to Enrollment Rate, Dropout Rate, Promotion Rate, Retention Rate**,** Assessment Result (NAT), SBM Level of Practice, Graduation Rate and Cohort Survival Rate.

The following tables show the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 19 shows the level of School Performance as perceived by the teachers in terms of enrollment rate. It also shows the statements, mean, standard deviation and remarks.

Table 19. Level of Performance in Schools Division of Laguna in terms of Enrollment Rate

Statements	Mean	SD	Remarks
The school has a high level of student enrollment compared to other schools in the area.	5.78	0.98	Agree
The school's enrollment rate has consistently increased over the past few years.	5.80	0.95	Agree
The school offers programs and activities that attract and retain students.	5.81	0.91	Agree
Parents and guardians in the community are highly satisfied with the school, which helps boost enrollment.	5.82	0.94	Agree
The school has successfully maintained or increased enrollment this academic year.	5.95	0.82	Agree
Weighted Mean	**5.83**		
SD	**0.92**		
Verbal Interpretation	**Great Extent**		

Table 19 indicates that schools in the Schools Division of Laguna maintain a strong enrollment rate, with a weighted mean of 5.83 and a standard deviation of 0.92, interpreted as "Great Extent." The highest-rated aspect is success in maintaining or increasing enrollment this academic year (5.95), highlighting effective strategies in student retention. The lowest-rated aspect, though still high, is comparative enrollment levels with other schools (5.78), suggesting room for further competitive improvement. The moderate SD (0.92) shows slight variations in responses.

Overall, the schools implement successful programs, community engagement, and student-centered initiatives that contribute to stable or growing enrollment trends.

Table 20 shows the level of School Performance as perceived by the teachers in terms of dropout rate. It also shows the statements, mean, standard deviation and remarks.

Table 20. Level of Performance in Schools Division of Laguna in terms of Dropout Rate

Statements	Mean	SD	Remarks
The school has a low dropout rate compared to similar schools in the area	5.99	0.91	Agree
The school has effective programs in place to prevent students from dropping out.	6.07	0.85	Agree
The dropout rate is closely monitored by the school leadership.	6.09	0.79	Agree
The school provides adequate support for students facing academic or personal challenges to help prevent dropout.	6.11	0.80	Agree
The school has been successful in engaging students and preventing them from dropping out.	6.10	0.76	Agree
Weighted Mean	**6.07**		
SD	**0.83**		
Verbal Interpretation	**Great Extent**		

Table 20 shows that schools in the Division of Laguna effectively manage and minimize dropout rates, with a weighted mean of 6.07 and a standard deviation of 0.83, interpreted as "Great Extent." The highest-rated aspect is the provision of adequate support for students facing academic or personal challenges (6.11), emphasizing strong intervention strategies. Additionally, dropout rate monitoring (6.09) and engagement efforts (6.10) are also highly rated, suggesting proactive leadership. The slightly lower but still strong rating for comparative dropout rates (5.99) indicates room for further improvement.

Overall, the data highlights the effectiveness of student retention programs, support systems, and leadership initiatives in preventing student dropouts.

Table 21 shows the level of School Performance as perceived by the teachers in terms of promotion rate. It also shows the statements, mean, standard deviation and remarks.

Table 21 indicates that schools in the Schools Division of Laguna maintain a high promotion rate, with a weighted mean of 6.08 and a standard deviation of 0.83, interpreted as "Great Extent." The highest-rated statement, promotion decisions based on overall academic performance (6.12), reflects a holistic approach to student assessment. Additionally, timely feedback to students and parents (6.08) and effective intervention programs (6.07) highlight proactive support

strategies. The active monitoring of promotion rates (6.08) ensures that at-risk students receive necessary assistance.

Table 21. Level of Performance in Schools Division of Laguna in terms of Promotion Rate

Statements	Mean	SD	Remarks
The school has a high promotion rate compared to other schools in the district.	6.02	0.90	Agree
The school provides timely feedback to students and parents about promotion requirements.	6.08	0.84	Agree
The school has effective intervention programs in place to support students who may be at risk of not being promoted.	6.07	0.79	Agree
The school leadership actively monitors the promotion rate to identify and address areas of concern.	6.08	0.83	Agree
Promotion decisions are based on students' overall academic performance, not just test scores.	6.12	0.77	Agree
Weighted Mean	6.08		
SD	0.83		
Verbal Interpretation	Great Extent		

These findings suggest that schools prioritize student success through structured interventions, continuous monitoring, and comprehensive evaluation methods.

Table 22 shows the level of School Performance as perceived by the teachers in terms of retention rate. It also shows the statements, mean, standard deviation and remarks.

Table 22. Level of Performance in Schools Division of Laguna in terms of Retention Rate

Statements	Mean	SD	Remarks
The retention rate has improved over the past few years.	6.12	0.93	Agree
The school provides strong support systems to help retain students throughout the school year.	6.12	0.87	Agree
The school has effective strategies in place to keep students engaged and enrolled until graduation.	6.16	0.83	Strongly Agree
The school leadership closely monitors retention rates and addresses any concerns.	6.17	0.82	Strongly Agree
The school has sufficient resources and programs to support students at risk of leaving before completing their education.	6.16	0.80	Strongly Agree
Weighted Mean	6.15		
SD	0.85		
Verbal Interpretation	Very Great Extent		

Table 22 indicates that schools in the Schools Division of Laguna maintain a high retention rate, with a weighted mean of 6.15 and a standard deviation of 0.85, interpreted as "Very Great Extent." The highest-rated statement, school leadership closely monitors retention rates and addresses any concerns (6.17), reflects a holistic approach to student assessment. Additionally, schools' effective strategies in place to keep students engaged and enrolled until graduation (6.16) and schools' sufficient resources and programs to support students at risk of leaving before completing their education (6.16) highlight proactive support strategies. The improved retention rates (6.12) ensure that at-risk students receive necessary assistance.

These findings suggest that schools provide support system through structured interventions, continuous monitoring, and comprehensive evaluation methods.

Table 23 shows the level of School Performance as perceived by the teachers in terms of assessment results (NAT). It also shows the statements, mean, standard deviation and remarks.

Table 23. Level of Performance in Schools Division of Laguna in terms of Assessment Result (NAT)

Statements	Mean	SD	Remarks
The school performs well on the National Achievement Test (NAT), with students achieving satisfactory results.	5.86	0.97	Agree
The school uses NAT results to inform instructional practices and improve student outcomes.	5.96	0.92	Agree
The school is committed to improving students' performance on the National Achievement Test (NAT).	5.96	0.86	Agree
Assessment results are regularly shared and discussed with teachers, parents, and students to foster improvement.	6.01	0.86	Agree
The school implements targeted interventions based on assessment results to improve students' performance.	6.01	0.81	Agree
Weighted Mean	5.96		
SD	0.89		
Verbal Interpretation	Great Extent		

Table 23 indicates that schools in the Schools Division of Laguna maintain high assessment results, with a weighted mean of 5.96 and a standard deviation of 0.89, interpreted as "Great Extent." The highest-rated statement, assessment results regularly shared and discussed with teachers, parents, and students to foster improvement (6.01) and school implementing targeted interventions based on assessment results to improve students' performance (6.01), reflect a holistic approach to student assessment. Additionally, schools that use NAT results to inform instructional practices and improve student outcomes (5.96), and schools committed to improving students' performance on the National Achievement Test (NAT) (5.96), respectively highlight proactive support strategies. The satisfactory results achieved by the students in the National Achievement Test (NAT) performed by the school (5.86) ensures to provide interventions based on assessment results to improve students' performance

These findings suggest that schools provide support systems through structured interventions based on assessment results, continuous monitoring, and comprehensive evaluation methods.

Table 24 shows the level of School Performance as perceived by the teachers in terms of SBM level of practice. It also shows the statements, mean, standard deviation and remarks.

Table 24 indicates that SBM level of practice in the Schools Division of Laguna maintain high assessment results, with a weighted mean of 6.13 and a standard deviation of 0.92, interpreted as "Great Extent." The highest-rated statements; active involvement of teachers, parents, and stakeholders in planning and implementing SBM activities (6.16), and the school leadership ensuring that SBM practices are aligned with the goals and needs of the school (6.16) respectively, suggesting that the SBM level of practices involving teachers, parents, and stakeholders are relevant and

beneficial. The lowest-rated aspect is the effective implementation of School-Based Management (SBM) practices of school in its decision-making processes (6.07), indicating a potential area for improvement in effective implementation of aligned best practices.

Table 24. Level of Performance in Schools Division of Laguna in terms of SBM Level of Practice

Statements	Mean	SD	Remarks
The school effectively implements School-Based Management (SBM) practices in its decision-making processes.	6.07	0.97	Agree
Teachers, parents, and stakeholders are actively involved in planning and implementing SBM activities.	6.16	0.93	Strongly Agree
The school leadership ensures that SBM practices are aligned with the goals and needs of the school.	6.16	0.88	Strongly Agree
The school regularly evaluates and improves its SBM practices to enhance school performance.	6.14	0.92	Agree
The SBM level of practice in the school promotes transparency, accountability, and shared responsibility among stakeholders.	6.12	0.89	Agree
Weighted Mean	**6.13**		
SD	**0.92**		
Verbal Interpretation	**Great Extent**		

These findings suggest that schools effectively involve teachers, parents, and stakeholders in planning structured activities aligned to the goals and needs of the school.

Table 25 shows the level of School Performance as perceived by the teachers in terms of graduation rate. It also shows the statements, mean, standard deviation and remarks.

Table 25. Level of Performance in Schools Division of Laguna in terms of Graduation Rate

Statements	Mean	SD	Remarks
The school maintains a consistently high graduation rate.	6.04	0.88	Agree
The school provides adequate academic support to ensure students successfully complete their studies.	6.08	0.83	Agree
Graduation rates are regularly monitored, and strategies are implemented to improve them when necessary.	6.10	0.80	Agree
The school's graduation rate is in line with the academic and developmental needs of its student population.	6.11	0.78	Agree
The school engages parents and guardians to support students in achieving graduation milestones.	6.12	0.75	Agree
Weighted Mean	**6.09**		
SD	**0.81**		
Verbal Interpretation	**Great Extent**		

Table 25 indicates that the graduation rate in the Schools Division of Laguna maintains high assessment results, with a weighted mean of 6.09 and a standard deviation of 0.81, interpreted as "Great Extent." The highest-rated statement; the school engages parents and guardians to support students in achieving graduation milestones (6.12), suggesting that parents and guardians play a vital role in supporting the students. The lowest-rated aspect is the school maintaining a consistently high graduation rate (6.04), indicating a potential

area for improvement in effective implementation of best practices in a graduation rite.

These findings suggest that schools actively provide adequate academic support, implementing structured strategies, and engage parents and guardians to achieve the milestones of the students.

Table 26 shows the level of School Performance as perceived by the teachers in terms of cohort survival rate. It also shows the statements, mean, standard deviation and remarks.

Table 26. Level of Performance in Schools Division of Laguna in terms of Cohort Survival Rate

Statements	Mean	SD	Remarks
The school actively monitors and reduces the number of students who drop out of their cohort.	6.02	0.99	Agree
The school cohort data is regularly analyzed to identify trends and areas for improvement.	6.08	0.92	Agree
School leaders uses cohort rate data for informed decision-making and planning.	6.09	0.91	Agree
The school implements programs to support students who are at risk of falling behind their cohort.	6.09	0.91	Agree
The school provides sufficient resources to help students catch up with their cohort if they fall behind.	6.13	0.88	Agree
Weighted Mean	**6.08**		
SD	**0.92**		
Verbal Interpretation	**Great Extent**		

Table 26 indicates that cohort survival rate in the Schools Division of Laguna maintains high assessment results, with a weighted mean of 6.08 and a standard deviation of 0.92, interpreted as "Great Extent." The highest-rated statement; the school provides sufficient resources to help students catch up with their cohort if they fall behind (6.13), suggesting that school provided structured interventions. The lowest-rated aspect is that the school actively monitors and reduces the number of students who drop out of their cohort (6.02), indicating a potential area for improvement in effective monitoring.

These findings suggest that schools actively provide structured interventions and implement programs to support students.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the following conclusions were drawn:
1. There is a significant relationship on the School Heads' leadership skills to the school culture in the Schools Division of Laguna. Therefore, the null hypothesis is rejected.
2. There is a significant relationship on the School Heads' leadership skills to the organizational performance in the Schools Division of Laguna. Therefore, the null hypothesis is rejected.
3. There is a significant relationship of professional dimension of the school leaders to the school culture in the Schools Division of Laguna. Therefore, the null hypothesis is rejected.

4. There is a significant relationship of the school heads' professional dimension to the performance in the Schools Division of Laguna. Therefore, the null hypothesis is rejected.

In the light of the above findings and conclusions, the following recommendations are hereby endorsed:

1. Administrators, Senior leaders may develop a structured mentorship program pairing experienced school leaders with emerging leaders. This program will include regular coaching sessions, shadowing opportunities, and leadership retreats to foster skill-sharing, knowledge transfer, and effective succession planning.

2. Policymakers may opportunities for school leaders to engage in research, attend educational conferences, and participate in international leadership exchanges. Schools will sponsor these opportunities, ensuring that school leaders are continuously exposed to modern educational leadership practices.

3. Education policymakers may develop frameworks and guidelines that incorporate leadership training into professional certification and career advancement pathways for school leaders. This ensures that leadership development is prioritized and backed by institutional support for all educators.

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