

Strengthening Leadership and Management Capacities of School Heads for the Development of Teachers' Skills and Teaching Effectiveness

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Abstract—This study aimed to assess how school leaders manage their schools. The research study investigated the level of school head leadership and management capacity, teacher skills and teaching effectiveness. It also sought to determine the significant relationship between the leadership capacities of school heads and the teachers' skills and teacher teaching effectiveness, and the significant relationship between the management capacities of school heads and the teachers' skills and teacher teaching effectiveness which will serve as a guideline for educational leadership practices and enhance teaching strategies. A quantitative-descriptive and correlational research design was employed. Data was gathered from 417 teachers in the 11 large schools in the Second Congressional District of Quezon Province through a researcher-made survey questionnaire, which was validated by experts. Descriptive statistics, including mean and standard deviation, were utilized to evaluate the leadership and management capacities of school heads and the teaching effectiveness of teachers. To examine the relationships of the different variables, Pearson's Product Moment Correlation was applied. The findings revealed that school heads demonstrated very high leadership and management capacities on teachers' skills and teacher teaching effectiveness. The study found a significant relationship between the leadership capacities of school heads and on the teachers' skills and teaching effectiveness. The same result was shown with management capacities across variables. Since significant findings were demonstrated on all variables the rejection of all the hypotheses were identified, this concludes that when school heads strengthen their leadership and management skills, teachers show professional growth and better teaching results. It is recommended that Sustainability Practices was proposed which will assist educational leaders and teachers in their ongoing process of improvement. The practices emphasize the need for both school administrators and teachers to require continuous professional development to create an effective learning environment which includes all students.

Keywords— Leadership Capacities, Management Capacities, School Heads, Teachers' Skills, Teaching Effectiveness

I. INTRODUCTION

School heads or principals of schools have the important task of providing the vision of their institutions and executing all measures to ensure the success of the school. Each school head possesses a unique style of leadership and management, which can influence the school's environment and its capacity to deliver quality learning. Therefore, the school's success depends not only on the resources and policies but also on the capacities of school leaders to guide and support teachers

toward professional development and effectiveness (Leithwood, Harris, & Hopkins, 2020).

School leaders need leadership capacity to guide their teams while motivating educators to establish a learning environment that boosts teaching efficiency. The process involves various responsibilities which include supervising educational activities, providing curriculum support, conducting performance assessments, and making choices. Educational leaders at all levels must create pedagogical standards which teachers should follow to achieve student learning outcomes through their teaching methods and evaluation techniques (Day, Gu, & Sammons, 2016). The research shows that effective leadership functions as a critical factor which determines both teacher motivation and their professional development while establishing connections between school objectives and classroom teaching practices (Leithwood et al., 2020).

On the other hand, management capacity provides essential organizational systems which lead to effective teaching operations because it creates necessary structural elements that support educational activities. It includes strategic planning, resource allocation, monitoring and quality assurance, and human resource support. Whereas leadership establishes vision, management ensures alignment, consistency and coherence in implementation. Scholars highlight that effective schools are those where managerial systems strengthen instructional priorities and create the conditions for teaching excellence (Bush, 2020; OECD, 2019). Thus, leadership and management should not be seen as separate tasks but connected capacities when improved will provide the basis for teacher development.

Teacher skills are the abilities that enable teachers to manage classroom, deliver lessons clearly, and respond to the needs of learners. These skills help teachers become good and more effective in guiding learners. Meanwhile, teaching effectiveness is the capacity of teachers to use professional skills, strategies, and instructional practices to enhance student learning (Stronge, 2018). Here, teacher skills serve as the foundation of teaching effectiveness, because a teacher who possesses the right skills is more capable of applying effective teaching approaches that will support student learning and development.

Thus, the researcher conceptualized this title, "Strengthening School Leadership and Management

Capacities for the Development of Teachers’ skills and Teaching Effectiveness”, to provide evidence-based suggestions that can guide leaders in strengthening management and leadership techniques, empower teachers within the organization, and assist stakeholders in creating educational systems that will support learning outcomes and teacher quality.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aims to investigate the impact of leadership and management capacities of school heads for the development of teachers’ skills and the teaching effectiveness in Quezon Province.

Specifically, it seeks to answer the following questions:

1. What is the level of leadership capacity of school heads’ in terms of:
 - 1.1. Instructional supervision;
 - 1.2. curriculum guidance;
 - 1.3. monitoring and coaching; and
 - 1.4. decision-making?
2. What is the level of management capacity of school heads’ in terms of:
 - 2.1. Strategic planning;
 - 2.2. resource allocation;
 - 2.3. quality assurance; and
 - 2.4. human resource support?
3. What is the level of teachers’ skills in terms of:
 - 3.1. Classroom management;
 - 3.2. assessment and feedback skills;
 - 3.3. differentiated instruction;
 - 3.4. ICT/instructional technology skills;
 - 3.5. collaborative/teamwork skills; and
 - 3.6. reflective practice?
4. What is the level of teachers learning effectiveness in terms of:
 - 4.1. Lesson planning and preparation;
 - 4.2. instructional delivery;
 - 4.3. use of learning materials and resources; and
 - 4.4. assessment of student learning?
5. Is there a significant relationship between leadership capacities of school heads’ and the teachers’ skills?
6. Is there a significant relationship between the leadership capacities of school heads’ and the teacher teaching effectiveness?
7. Is there a significant relationship between the management capacities of school heads’ and the teacher skills?
8. Is there a significant relationship between the management capacities of school heads’ and the teacher teaching effectiveness?

II. METHODOLOGY

A quantitative-descriptive and correlational research design was employed. Data was gathered from 417 teachers in the 11 large schools in the Second Congressional District of Quezon Province through a researcher-made survey questionnaire, which was validated by experts. Descriptive statistics, including mean and standard deviation, were utilized

to evaluate the leadership and management capacities of school heads and the teaching effectiveness of teachers. To examine the relationships of the different variables, Pearson’s Product Moment Correlation was applied.

III. RESULTS AND DISCUSSION

This part deals with the Presentation, Analysis, and Interpretation of Data which presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables.

Level of Leadership Capacity of School Heads

In this study, the level of leadership capacity of school heads is the ability to provide direction, inspire teachers, and cultivate an environment where teaching and learning improve. It encompasses functions such as instructional supervision, curriculum guidance, monitoring and coaching and decision-making.

The following tables present the findings related to the leadership capacity of school heads based on different indicators. These include the statements, mean, standard deviation, remarks, and verbal interpretation.

Table 1. Level of Leadership Capacity of School Heads in terms of Instructional Supervision

Statements	Mean	SD	Remarks
<i>My school head...</i>			
...observes classroom teaching quarterly	6.09	0.90	Agree
...provides constructive feedback to improve teachers' instructional practices	6.24	0.86	Strongly Agree
...identifies areas for teacher improvement and guides accordingly	6.24	0.83	Strongly Agree
...assists teachers in adopting and implementing effective teaching strategies	6.24	0.86	Strongly Agree
...ensures the maintenance of high instructional standards within the school	6.23	0.88	Strongly Agree
Weighted Mean	6.21		
SD	0.81		
Verbal Interpretation	Very High Capacity		

Table 1 shows the level of leadership capacity of school heads in terms of instructional supervision. It highlights how teachers view their school heads' leadership capacity in helping improve teaching through various activities.

The results reveal that school heads demonstrate a very high level of leadership capacity across all indicators of instructional supervision.

Teachers strongly agree that school heads deliver essential feedback which helps them develop new teaching methods while identifying their teaching improvement needs without compromising their teaching performance. It indicates that school heads establish essential support systems which enable teachers to develop their skills and achieve academic success through ongoing professional development. Although observing classroom teaching quarterly recorded the lowest

mean, it still falls within the High-Capacity range. suggesting that regular classroom observation is consistently practiced.

The level of leadership capacity of school heads in terms of instructional supervision attained a weighted mean of 6.21 and a standard deviation of 0.81, corresponding to a Very High-Capacity verbal interpretation. This implies that teachers strongly agree that school heads possess very high instructional supervision capacity.

The data indicate that the overall level of leadership capacity of school heads in terms of instructional supervision reflects a proactive and supportive approach, where school heads effectively observe classroom practices, provide constructive feedback, and encourage professional growth among teachers. These provide valuable insights for school administrators and policy-makers to further strengthen leadership practices and enhance instructional quality within the school.

In summary, the findings indicate that school heads exhibit very high leadership capacity in instructional supervision, with consistent perceptions among teachers highlighting effective, supportive, and quality-driven supervisory practices that contribute to improved teaching and learning outcomes.

Table 2. Level of Leadership Capacity of School Heads in terms of Curriculum Guidance

Statements	Mean	SD	Remarks
My school head...			
...provides guidance to teachers in deepening their understanding of the curriculum	6.31	0.84	Strongly Agree
...helps me align the assessment with the lesson objectives	6.26	0.81	Strongly Agree
...ensures that teachers consistently follow the required framework	6.32	0.84	Strongly Agree
...encourages me to simplify the curriculum by breaking the learning objectives into manageable learning objectives	6.30	0.85	Strongly Agree
...provides resources related to curriculum implementation	6.25	0.88	Strongly Agree
Weighted Mean	6.29		
SD	0.80		
Verbal Interpretation	Very High Capacity		

Table 2 shows the level of leadership capacity of school heads in terms of curriculum guidance. It highlights how teachers perceive their school heads' effectiveness in providing support and guidance to enhance curriculum delivery.

The results show that teachers strongly agree school heads help them gain a deeper understanding of the curriculum. Assist in creating assessments that align with educational goals. Furthermore, the school ensures all teaching staff adhere to the required standards. Through their curriculum development efforts, school heads make learning objectives more accessible for teachers. Additionally, administrators provide the necessary resources for teachers to implement their lessons effectively. Therefore, the findings illustrate the significant role of heads in supporting teachers to improve curricular implementation for the betterment of teaching outcomes.

The level of leadership capacity of school heads in terms of curriculum guidance attained an overall weighted mean of

6.29 and a standard deviation of 0.80, corresponding to a Very High-Capacity verbal interpretation. This implies that teachers strongly agree that school heads are highly capable of guiding, supporting, and sustaining effective curriculum implementation. The finding shows that school heads work together with teachers to help achieve the goals through understanding of the curriculum. Also, the ongoing support and provision of resources leads to improved and systematized teaching strategies in the school.

In summary, the findings indicate that school heads exhibit very high leadership capacity in curriculum guidance. The relatively low standard deviations across all indicators suggest a shared and consistent perception among teachers, underscoring strong confidence in the school heads' ability to provide clear direction, instructional support, and resources that enhance curriculum delivery and alignment.

Level of Leadership Capacity of School Heads in terms of Monitoring and Coaching

School heads need to monitor their teachers because this process reveals which teaching areas require additional assistance. Leaders who observe classrooms while giving helpful feedback will create an environment which supports ongoing development.

Table 3. Level of Leadership Capacity of School Heads in terms of Monitoring and Coaching

Statements	Mean	SD	Remarks
My school head...			
...monitors classroom instruction to ensure teaching quality	6.29	0.84	Strongly Agree
...provides coaching and mentoring to enhance teachers' instructional delivery and pedagogical skills	6.30	0.85	Strongly Agree
...conducts consistent follow-up sessions after classroom observations to assess progress and reinforce improvements	6.26	0.90	Strongly Agree
...offers guidance and assistance in addressing instructional challenges encountered by teachers	6.28	0.88	Strongly Agree
...supports my professional growth through mentoring and coaching	6.27	0.88	Strongly Agree
Weighted Mean	6.28		
SD	0.82		
Verbal Interpretation	Very High Capacity		

Table 3 shows the level of leadership capacity of school heads in terms of monitoring and coaching. It highlights how teachers perceive the effectiveness of school heads in supporting teaching quality through consistent monitoring and coaching efforts.

The results show that teachers strongly agree school heads are effective in monitoring classroom instruction to ensure high teaching standards. In addition, school heads deliver coaching and mentoring programs which help teachers develop their teaching methods and improve their instructional skills. The school heads observe classrooms and then conduct follow-up sessions to evaluate student progress while reinforcing teaching improvements. Teachers received

guidance and support which helped address teaching challenges. School heads are perceived by the respondents as highly active in their efforts to improve teaching skills while providing extended support for professional growth and work to solve teaching problems which enhance academic performance.

The level of leadership capacity of school heads in terms of monitoring and coaching attained an overall weighted mean of 6.28 and a standard deviation of 0.82, corresponding to a Very High-Capacity verbal interpretation. This implies that teachers strongly agree that school heads are highly effective in monitoring instruction and providing continuous coaching support. The research shows that school heads use structure in monitoring together with coaching methods to support teachers in developing better teaching techniques. It shows that teachers create self-assurance through ongoing feedback and enhance the professional skills of teachers.

In summary, the findings indicate that school heads exhibit very high leadership capacity in monitoring and coaching. The relatively low standard deviations across all indicators suggest a shared and consistent perception among teachers, underscoring strong confidence in leadership practices that promote instructional quality, professional growth, and sustained improvement in teaching performance.

Table 4. Level of Leadership Capacity of School Heads in terms of Decision-making

Statements	Mean	SD	Remarks
My school head...			
...engages teachers in participatory decision-making processes concerning school significant matters	6.30	0.90	Strongly Agree
...demonstrates timeliness and effectiveness in decision-making related to school management and operations	6.30	0.90	Strongly Agree
...considers teachers' insights and suggestions prior to finalizing administrative or instructional decisions	6.29	0.90	Strongly Agree
...resolves school-related issues efficiently to promote effective teaching and learning	6.33	0.87	Strongly Agree
...communicates decisions clearly and transparently to all personnel for proper implementation	6.31	0.92	Strongly Agree
Weighted Mean	6.30		
SD	0.85		
Verbal Interpretation	Very High Capacity		

Table 4 shows the level of leadership capacity of school heads in terms of decision-making. It highlights how teachers perceive the effectiveness of school heads in making informed, timely, and clear decisions that support the school environment.

The results show that school heads effectively involve teachers in decision-making processes, particularly in matters that impact the school as strongly agreed by the respondents. Additionally, they make timely and effective decisions regarding school management and operations, using teachers' feedback to guide final administrative and instructional choices. Teachers also strongly agree that school heads address school-related challenges in ways that support teaching and learning. Furthermore, provide clear and transparent communication about decisions, ensuring that all

staff members are informed and able to perform their duties correctly. The findings emphasize that school heads make better decisions when teachers are included in decision-making, respond to situations promptly and create collaborative work environments that improve school operations.

The level of leadership capacity of school heads in terms of decision-making attained an overall weighted mean of 6.30 and a standard deviation of 0.85, corresponding to a Very High-Capacity verbal interpretation. This implies that teachers strongly agree that school heads are highly capable decision-makers. This result shows that school heads create a collaborative decision-making process which enables teachers to participate in school operations and feel appreciated. It also demonstrates that decision-making processes which are conducted with transparency and completed within scheduled timeframes lead to better organized and efficient school program implementations.

In summary, the findings indicate that school heads exhibit very high leadership capacity in decision-making. The relatively low and consistent standard deviations suggest a shared perception among teachers, underscoring strong confidence in leadership practices that are participative, timely, transparent, and focused on improving teaching and learning outcomes.

Level of Management Capacity of School Heads

In this study, the level of management capacity of school heads is the ability to formulate clear goals, develop long-term plans, and implement strategies that align with the school's vision and mission.

Table 5. Level of Management Capacity of School Heads in terms of Strategic Planning

Statements	Mean	SD	Remarks
My school head...			
...sets clear goals for the school	6.36	0.84	Strongly Agree
...develops actionable plans in collaboration with the school planning team to achieve school goals	6.33	0.83	Strongly Agree
...quarterly monitors the progress of school programs implementation	6.34	0.85	Strongly Agree
...aligns school activities with the approved SIP	6.42	0.82	Strongly Agree
...strategically prepares the school to address emerging needs and future challenges in education	6.36	0.85	Strongly Agree
Weighted Mean	6.36		
SD	0.80		
Verbal Interpretation	Very High Capacity		

The following tables present the findings related to the management capacity of school heads based on different indicators such setting priorities, allocating resources effectively, anticipating future challenges, and engaging stakeholders in the planning process to ensure sustainable school improvement. These include the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents.

Table 5 shows the level of management capacity of school heads in terms of strategic planning. It highlights how teachers

perceive the effectiveness of school heads in guiding and supporting the school through clear and structured strategic planning.

The results show that teachers strongly agree that school heads possess the ability to set clear goals, develop actionable plans, monitor school programs and implementation and align all school operations to the School Improvement Plan (SIP) and prepare the school to address future needs and challenges. The findings demonstrate that school heads possess very strong abilities to lead their institutions toward achieving educational objectives while maintaining strategic direction and preparing for upcoming educational challenges.

The level of management capacity of school heads in terms of strategic planning attained an overall weighted mean of 6.36 and a standard deviation of 0.80, corresponding to a Very High-Capacity verbal interpretation. This implies that teachers strongly agree that school heads possess very high capacity in strategic planning and in managing school operations through an established guidelines which continuously monitor to assess the implementation of different programs. It further shows that when school heads align activities with the School Improvement Plan (SIP), better results are achieved.

In summary, the findings indicate that school heads exhibit very high management capacity in strategic planning. The relatively low standard deviations across all indicators suggest a shared and consistent perception among teachers, underscoring strong confidence in leadership practices that promote clear goal setting, alignment, collaboration, and proactive planning for sustainable school improvement.

Table 6. Level of Management Capacity of School Heads in terms of Resource Allocation

Statements	Mean	SD	Remarks
My school head...			
...ensures adequate learning materials are available	6.26	0.88	Strongly Agree
...allocates resources fairly to all teachers.	6.32	0.87	Strongly Agree
...provides sufficient logistical and material support to address teachers' instructional needs	6.29	0.89	Strongly Agree
...manages and maintains school facilities efficiently to create a conducive learning environment	6.34	0.82	Strongly Agree
...ensures financial resources are utilized responsibly, transparently, and efficiently in accordance with established guidelines	6.33	0.84	Strongly Agree
Weighted Mean	6.31		
SD	0.81		
Verbal Interpretation			Very High Capacity

Table 6 shows the level of management capacity of school heads' in terms of resource allocation. It highlights how teachers perceive their school heads' effectiveness in managing, distributing, and providing resources to support teaching and learning.

The results show that teachers strongly agree that school heads are effective in ensuring the availability of adequate learning materials, allocating resources fairly to all teachers, providing sufficient logistical and material support to address teachers' instructional needs, and managing school facilities

efficiently to create a conducive learning environment. School heads use financial resources to create responsible and transparent operations which maintain operational efficiency. The findings show that school heads effectively manage resources which benefit both teachers and students.

The level of management capacity of school heads in terms of resource allocation attained an overall weighted mean of 6.31 and a standard deviation of 0.81, corresponding to a Very High-Capacity verbal interpretation. This implies that teachers strongly agree that school heads are very highly capable in efficiently managing, distributing, and providing resources to support teaching and learning.

In summary, the findings indicate that school heads exhibit very high management capacity in resource allocation. The relatively low standard deviations across all indicators indicate a shared and consistent perception among teachers, underscoring strong confidence in the school heads' ability to ensure equity, efficiency, and effectiveness in the use of school resources.

Table 7. Level of Management Capacity of School Heads in terms of Quality Assurance

Statements	Mean	SD	Remarks
My school head...			
...regularly monitors teaching and learning to ensure alignment with the curriculum	6.30	0.83	Strongly Agree
...conducts classroom observations and evaluation as prescribed by DepEd	6.36	0.83	Strongly Agree
...provides timely feedback and recommendations for improvement	6.34	0.85	Strongly Agree
...uses the monitoring results to improve instructional delivery and learner outcomes	6.34	0.85	Strongly Agree
...ensures that quality assurance mechanisms are consistently implemented in the school	6.34	0.84	Strongly Agree
Weighted Mean	6.34		
SD	0.80		
Verbal Interpretation			Very High Capacity

Table 7 shows the level of management capacity of school heads in terms of quality assurance. It highlights how teachers perceive the effectiveness of school heads in monitoring and ensuring the quality of teaching and learning.

The results demonstrate that teachers strongly agree that school heads successfully monitor teaching and learning activities which occur in schools to verify that students learn according to the established curriculum. The school heads perform classroom observations and evaluations according to the requirements established by DepEd. The teachers believe that school heads deliver feedback and improvement recommendations in a timely manner. School heads use monitoring results to improve their instructional methods and student learning outcomes. School heads maintain the implementation of quality assurance systems throughout the entire school. The findings show that school heads possess exceptional leadership abilities which enable them to monitor teaching quality while using assessment results to improve educational methods through ongoing enhancement work.

The level of management capacity of school heads in terms of quality assurance attained an overall weighted mean of 6.34

and a standard deviation of 0.80, corresponding to a Very High-Capacity verbal interpretation. It implies that teachers strongly agree that school heads are highly capable of monitoring, evaluating, and ensuring the quality of teaching and learning processes. This indicates that school heads apply quality assurance to track activities and check whether it meets quality standards. Similarly, it shows that teachers improve through continuous assessment with feedback while students show better academic outcomes.

In summary, the findings indicate that school heads exhibit very high management capacity in quality assurance. The relatively low standard deviations across all indicators imply a shared and consistent perception among teachers, underscoring strong confidence in leadership practices that ensure continuous improvement, instructional effectiveness, and learner success.

Table 8. Level of Management Capacity of School Heads in terms of Human Resource Support

Statements	Mean	SD	Remarks
My school head...			
...supports my professional growth through training and development opportunities	6.34	0.85	Strongly Agree
...distribute fairly the teacher assignment and workload based on competence and area of specialization	6.33	0.83	Strongly Agree
...motivates and recognizes teachers' efforts and achievements	6.35	0.84	Strongly Agree
...give adequate support to teachers in terms of resources, mentoring, and coaching	6.33	0.86	Strongly Agree
...ensures that teachers' welfare and well-being are considered in decision-making	6.32	0.87	Strongly Agree
Weighted Mean	6.33		
SD	0.81		
Verbal Interpretation	Very High Capacity		

Table 8 shows the level of management capacity of school heads in terms of human resource support. It highlights how teachers perceive the effectiveness of school heads in supporting their professional growth and well-being.

The results show that teachers strongly agree that school heads effectively help the teacher's professional development through the training and development programs provided. School heads are also seen as fair in distributing teacher assignments and workloads based on competence and specialization. For teachers, school heads value their work and recognized achievements and provide sufficient support through mentoring and coaching work while making decisions that safeguard both teachers' welfare and teachers' overall well-being. The findings demonstrate that school heads create supportive and positive educational environments which teachers perceive as beneficial to their work.

The level of management capacity of school heads in terms of human resource support attained an overall weighted mean of 6.33 and a standard deviation of 0.81, corresponding to a Very High-Capacity verbal interpretation. This implies that teachers strongly agree that school heads are highly capable in supporting, motivating, and developing human resources within the school. This further indicates that the capacity of

school heads to manage their school operations enables them to support teacher development while creating better collaboration among their staff. The school maintains its standards through proper teacher guidance which results in better student learning outcomes.

In summary, the findings indicate that school heads exhibit very high management capacity in human resource support. The relatively low standard deviations across all indicators suggest a shared and consistent perception among teachers, highlighting strong confidence in leadership practices that promote professional growth, equity, recognition, and teacher well-being.

Level of Teachers' Skills in terms of Classroom Management

In this study, the level of teachers' skills is reflected in the ability to manage classrooms effectively, assess and support learning, differentiate instruction, integrate technology, and engage in reflective practice.

The following tables present the findings related to the level of teachers' skills based on different indicators. These include the statements, mean, standard deviation, remarks, and verbal interpretation from the perspectives of the respondents.

Table 9. Level of Teachers' Skills in terms of Classroom Management

Statements	Mean	SD	Remarks
My school head helps me in...			
...maintaining a positive, orderly and engaging classroom environment conducive to learning	6.34	0.81	Strongly Agree
...handling student behavior effectively and equitably through consistent implementation of discipline strategies	6.27	0.86	Strongly Agree
...creating a safe and supportive learning atmosphere	6.37	0.81	Strongly Agree
...establishing clear rules and expectations for learners	6.36	0.83	Strongly Agree
...managing the classroom efficiently	6.32	0.84	Strongly Agree
Weighted Mean	6.33		
SD	0.79		
Verbal Interpretation	Very Highly Skilled		

Table 9 shows the level of teachers' skills in terms of classroom management. It highlights how teachers perceive their ability to manage the classroom effectively and create a conducive learning environment.

The results demonstrate that respondents strongly agree that teachers have very high level of skills in maintaining a positive and organized classroom environment that supports learning. Teachers demonstrate confidence in their capacity to manage student behavior through the implementation of effective disciplinary methods which they believe will succeed, establish a safe and supportive classroom environment by developing clear rules and expectations which they enforce through their classroom management practices.

The level of teachers' skills in classroom management attained an overall weighted mean of 6.33 and a standard deviation of 0.79, corresponding to a Very Highly Skilled verbal interpretation. This implies that teachers are very highly competent in managing classroom environments to support learning.

In summary, the findings indicate that teachers exhibit very high skill levels in classroom management. The relatively low standard deviations across all indicators suggest a shared and consistent perception, underscoring strong confidence in teachers' abilities to maintain order, promote positive behavior, and create a safe and engaging learning environment.

Table 10. Level of Teachers' Skills in terms of Assessment and Feedback Skills

Statements	Mean	SD	Remarks
My school head supports me in...			
...providing timely and meaningful feedback to help learners improve.	6.30	0.85	Strongly Agree
...using various assessment techniques to evaluate learning	6.28	0.85	Strongly Agree
...adjusting my teaching based on the outcomes of the assessments	6.28	0.86	Strongly Agree
...communicating the assessment results clearly and constructively to learners, parents or guardians	6.32	0.84	Strongly Agree
...encouraging learners to reflect on their own learning	6.28	0.89	Strongly Agree
Weighted Mean	6.29		
SD	0.82		
Verbal Interpretation			Very Highly Skilled

Table 10 shows the level of teachers' skills in terms of assessment and feedback. It highlights how teachers perceive their effectiveness in providing timely and meaningful assessments that support learning improvement.

The results reveal that respondents strongly agree that teachers have very high skills in giving feedback and using assessment methods. Also provide clear feedback that helps students, as well as their parents and guardians, improve academic performance. The assessments give quick and useful feedback to help students progress in their studies. Different methods are used to assess how well students understand the material. The assessment results also help guide teaching methods and encourage students to reflect on their own learning and track their progress.

The level of teachers' skills in assessment and feedback attained an overall weighted mean of 6.29 and a standard deviation of 0.82, corresponding to a Very Highly Skilled verbal interpretation. This implies that teachers are very highly competent in evaluating student learning and providing constructive feedback to enhance performance. Teachers need this competence because it helps find learning gaps which can be used to create personalized learning programs for students. This creates a classroom environment that supports students while at work to improve skills, which leads to better academic performance.

In summary, the findings indicate that teachers exhibit very high skill levels in assessment and feedback. The relatively low standard deviations across all indicators suggest a shared and consistent perception, underscoring strong confidence in teachers' abilities to assess learning effectively, communicate results, and guide students toward continuous improvement.

Table 11 shows the level of teachers' skills in terms of differentiated instruction. It highlights how teachers perceive

their ability to adapt instruction to meet the diverse learning needs of their students.

Table 11. Level of Teachers' Skills in terms of Differentiated Instruction

Statements	Mean	SD	Remarks
My school head helps me in...			
...adapt lessons to accommodate diverse learning needs	6.27	0.81	Strongly Agree
...provide targeted interventions and additional support to assist struggling learners in meeting learning goals	6.31	0.84	Strongly Agree
...design and implement enrichment activities that appropriately challenge advanced learners	6.26	0.84	Strongly Agree
...modify teaching strategies based on learner readiness	6.28	0.85	Strongly Agree
...plan and facilitate varied learning activities that promote engagement and participation among learners at different proficiency levels	6.29	0.87	Strongly Agree
Weighted Mean	6.28		
SD	0.81		
Verbal Interpretation			Very Highly Skilled

The results reveal that teachers strongly agree they have very high level of skills to implement differentiated teaching methods which will support students with various needs, deliver specific assistance to support struggling students as they work to achieve their educational objectives. Schools schedule various events which enable all students to participate based on their different academic achievement levels. Teachers adapt their instructional materials to accommodate the various educational needs of their students while applying distinct teaching strategies that match their students' current learning levels. Enrichment activities exist to provide advanced learners with challenging materials which will help them progress academically.

The level of teachers' skills in differentiated instruction attained an overall weighted mean of 6.28 and a standard deviation of 0.81, corresponding to a Very Highly Skilled verbal interpretation. This implies that teachers are very highly competent in tailoring instruction to meet the diverse needs of learners. Teachers' skills that were developed through training enable teachers to create programs that match their students' unique abilities and development needs. This enables students to study according to the preferred learning pace which helps better comprehend and remember the content. The successful use of differentiated instruction by teachers establishes learning environments that support all students in their academic achievements.

In summary, the findings indicate that teachers exhibit very high skill levels in differentiated instruction. The relatively low standard deviations across all indicators suggest a shared and consistent perception, underscoring strong confidence in teachers' ability to adapt instruction, provide targeted support, and promote engagement for learners of varying proficiency levels.

Table 12 shows the level of teachers' skills in terms of ICT/instructional technology skills. It highlights how teachers perceive their ability to effectively integrate technology in their teaching.

Table 12. Level of Teachers' Skills in terms of ICT/Instructional Technology Skills

Statements	Mean	SD	Remarks
My school head supports me in...			
...using digital tools to enhance instruction	6.22	0.89	Strongly Agree
...incorporating technology in classroom activities effectively	6.24	0.89	Strongly Agree
...troubleshooting fundamental technology issues during teaching	6.17	0.94	Strongly Agree
...using online resources to support learner learning	6.20	0.90	Strongly Agree
...continuously improving my ICT skills for teaching purposes	6.21	0.92	Strongly Agree
Weighted Mean	6.21		
SD	0.87		
Verbal Interpretation			Very Highly Skilled

The results show that teachers strongly agree that digital tools improve teaching while enhancing student learning. Teachers use technology throughout classroom activities to make lessons more interesting and accessible, resolve technological problems which allow teachers to keep teaching even though technical issues occur. Online resources help students learn by offering additional educational resources. Teachers make continuous efforts to develop ICT skills which allows them to use new technologies for better teaching.

The level of teachers' skills in ICT/instructional technology attained an overall weighted mean of 6.21 and a standard deviation of 0.87, corresponding to a Very Highly Skilled verbal interpretation. This implies that teachers are very highly competent in using technology to support and enhance teaching and learning. The teachers use digital tools in creating lessons where students become more interesting and easier to understand. The skills to troubleshoot technical issues ensure that learning is not interrupted. The ongoing development of ICT skills enables teachers to implement new teaching methods which enhance student learning and academic results.

In summary, the findings indicate that teachers exhibit very high skill levels in ICT and instructional technology. The relatively low standard deviations across all indicators suggest a shared and consistent perception, underscoring strong confidence in teachers' ability to integrate digital tools effectively, troubleshoot issues, and continuously develop their technological competencies for instructional purposes.

Table 13. Level of Teachers' Skills in terms of Collaborative and Teamwork Skills

Statements	Mean	SD	Remarks
My school head helps me to...			
...work effectively with colleagues to improve teaching outcomes	6.37	0.85	Strongly Agree
...participate in team planning and decision-making	6.35	0.87	Strongly Agree
...share resources and strategies with teachers	6.38	0.83	Strongly Agree
...contribute ideas during collaborative discussions	6.38	0.88	Strongly Agree
...support teachers in implementing school programs	6.39	0.85	Strongly Agree
Weighted Mean	6.37		
SD	0.83		
Verbal Interpretation			Very Highly Skilled

Table 13 shows the level of teachers' skills in terms of collaborative and teamwork skills. It highlights how teachers perceive their ability to work with colleagues to improve teaching outcomes and contribute to school programs.

The results reveal that teachers strongly agree that they have very high levels of collaborative and teamwork skills. Teachers establish successful work relationships with their colleagues which enable them to create more effective educational outcomes during planning and decision-making process, exchange teaching materials and instructional methods with each other, which creates a better teaching atmosphere. Through their participation in collaborative discussions, teachers provide important insights which help each other to execute school programs. This shows that collaboration and teamwork serve as essential elements of the teaching process which leads to improved teaching results for both individual teachers and group levels.

The level of teachers' skills in collaborative and teamwork attained an overall weighted mean of 6.37 and a standard deviation of 0.83, corresponding to a Very Highly Skilled verbal interpretation. This implies that teachers are highly competent in working with colleagues, sharing expertise, and contributing to the collective goals of the school. By actively collaborating, teachers can share innovative teaching strategies that improve student learning outcomes. The teachers work together to create a professional space that helps them handle their work-related problems. The school benefits from enhanced educational programs because teachers who work together create a system for their ongoing professional development.

In summary, the findings indicate that teachers exhibit very high skill levels in collaboration and teamwork. The relatively low standard deviations across all indicators indicate a shared and consistent perception, highlighting strong confidence in teachers' ability to work cooperatively, support peers, and contribute meaningfully to school programs and professional development initiatives.

Table 14. Level of Teachers' Skills in terms of Reflective Practice

Statements	Mean	SD	Remarks
My school head encourages me to...			
...regularly reflect on my teaching practices to improve	6.30	0.84	Strongly Agree
...seek feedback from peers and from school leaders to enhance performance	6.29	0.85	Strongly Agree
...participate in professional development activities	6.37	0.83	Strongly Agree
...set personal goals for continuous improvement	6.37	0.83	Strongly Agree
...apply new knowledge and skills in my teaching	6.35	0.83	Strongly Agree
Weighted Mean	6.34		
SD	0.80		
Verbal Interpretation			Very Highly Skilled

Table 14 shows the level of teachers' skills in terms of reflective practice. It highlights how teachers perceive their ability to reflect on and improve their teaching practices.

The results show that teachers strongly agree to possess very high skills in reflective practice. The teachers reflect on their teaching methods to achieve better results and request

feedback from colleagues and school heads to improve work. Teachers participate in professional development activities to achieve personal and professional development goals. Also establish personal improvement targets while implementing new techniques in the classroom. The findings show that teachers engage in continuous self-improvement efforts while working to develop better teaching practices.

The level of teachers' skills in reflective practice attained an overall weighted mean of 6.34 and a standard deviation of 0.80, corresponding to a Very Highly Skilled verbal interpretation. This implies that teachers are very highly competent in reflecting on their practices, seeking feedback, and applying new knowledge to enhance teaching and learning.

In summary, the findings indicate that teachers exhibit very high skill levels in reflective practice. The relatively low standard deviations across all indicators suggest a shared and consistent perception, underscoring strong confidence in teachers' ability to engage in self-assessment, continuous professional growth, and the application of innovative teaching strategies.

Level of Teacher Teaching Effectiveness

In this study, the level of teacher teaching effectiveness is reflected in clear lesson planning and preparation, engaging instructional delivery, effective use of learning materials and continuous assessment with constructive feedback.

The following tables present the findings related to the level of teacher teaching effectiveness based on the different indicators. These include the statements, mean, standard deviation, remarks and verbal interpretation from the perspectives of the respondents.

Table 15 shows the level of teacher teaching effectiveness in terms of lesson planning and preparation. It highlights how teachers perceive their ability to plan and prepare lessons that meet curriculum standards and address the needs of their students.

Table 15. Level of Teacher Teaching Effectiveness in terms of Lesson Planning and Preparation

Statements	Mean	SD	Remarks
My school head helps me to...			
...prepare lesson plans that align with curriculum standards	6.30	0.83	Strongly Agree
...set clear learning objectives for each lesson by checking my DLL	6.29	0.83	Strongly Agree
...use varied teaching strategies to meet learners' needs	6.31	0.81	Strongly Agree
...incorporate relevant materials in lesson planning	6.30	0.81	Strongly Agree
...adjust lesson plans based on learner feedback and performance	6.29	0.83	Strongly Agree
Weighted Mean	6.30		
SD	0.79		
Verbal Interpretation	Very Highly Effective		

The results show that teachers strongly agree they successfully develop effective lesson plans and prepare for teaching duties. The lesson plans are aligned to the curriculum standards and specify learning objectives that address the needs of all students. Variety of teaching strategies are used to

meet the different learning needs of students while implementing the appropriate materials in the lesson planning activities. Likewise, teachers use student feedback together with academic results to modify lesson plans which lead to ongoing development of their teaching methods.

The level of teacher teaching effectiveness in lesson planning and preparation attained an overall weighted mean of 6.30 and a standard deviation of 0.79, corresponding to a Very Highly Effective verbal interpretation. This implies that teachers are very highly competent in designing, preparing, and adjusting lessons to ensure effective teaching and learning outcomes. This further implies that teachers uphold consistent, systematic, and learner-centered planning practices that promote overall instruction.

In summary, the findings indicate that teachers exhibit very high teaching effectiveness in lesson planning and preparation. The relatively low standard deviations across all indicators suggest a shared and consistent perception, underscoring very strong confidence in teachers' ability to prepare well-structured, resource-rich, and responsive lessons that meet learners' needs.

Table 16. Level of Teacher Teaching Effectiveness in terms of Instructional Delivery

Statements	Mean	SD	Remarks
My school head supports me in...			
...delivering lessons in a clearly organized manner	6.32	0.86	Strongly Agree
...engaging learners actively during instruction	6.34	0.81	Strongly Agree
...using appropriate teaching methods to address individual differences	6.33	0.84	Strongly Agree
...adapting strategies to accommodate learners' varying needs, abilities, and learning paces	6.33	0.85	Strongly Agree
...maintaining learner interest and motivation during lessons	6.35	0.83	Strongly Agree
Weighted Mean	6.33		
SD	0.82		
Verbal Interpretation	Very Highly Effective		

Table 16 shows the level of teacher teaching effectiveness in terms of instructional delivery. It highlights how teachers perceive their ability to deliver lessons effectively and engage students in the learning process.

The results show that teachers strongly agree they are very highly effective in delivering the lessons. The lessons are structured in an organized way, which enables students to easily follow the content. The lesson encourages students to participate actively because this method helps students maintain concentration and involvement during the entire lesson. The teaching strategies used are tailored to address the unique needs of each student, which results in students experiencing personalized learning opportunities.

The teachers use multiple teaching strategies to support different student learning needs which enables students to progress at their own pace and maintain student interest and motivation, which results in an environment that encourages students to continue learning.

The level of teacher teaching effectiveness in instructional delivery attained an overall weighted mean of 6.33 and a

standard deviation of 0.82, corresponding to a Very Highly Effective verbal interpretation. This implies that teachers are very competent in delivering lessons effectively, maintaining student engagement, and adapting instruction to meet learner’s needs.

In summary, the findings indicate that teachers exhibit very high teaching effectiveness in instructional delivery. The relatively low standard deviations across all indicators suggest a shared and consistent perception among respondents, underscoring strong confidence in teachers’ ability to organize, deliver, and adapt lessons that optimize learning outcomes.

Table 17. Level of Teacher Teaching Effectiveness in terms of use of Learning Materials and Resources

Statements	Mean	SD	Remarks
My school head helps me to...			
...utilize available learning materials effectively	6.32	0.82	Strongly Agree
...integrate technology and other resources to enhance learning	6.29	0.83	Strongly Agree
...create and modify materials to suit learner needs.	6.30	0.84	Strongly Agree
...encourage learners to use resources to support learning	6.33	0.82	Strongly Agree
...evaluate the effectiveness of learning materials in achieving lesson objectives	6.32	0.82	Strongly Agree
Weighted Mean	6.31		
SD	0.80		
Verbal Interpretation	Very Highly Effective		

Table 17 shows the level of teacher teaching effectiveness in terms of the use of learning materials and resources. It highlights how teachers perceive their ability to effectively utilize various teaching materials and resources to enhance learning.

The results show that teachers strongly agree they are very highly effective in using learning materials and resources. Teachers use available materials by combining technology with other learning resources to create better learning experiences. Materials are created and modified to suit the diverse needs of students, ensuring that all learners are supported. Teachers also encourage students to use resources which help develop their education to develop an environment which promotes student participation in the learning process. Teachers need to evaluate material effectiveness through regular assessments which determine whether materials meet lesson objectives and help students achieve success.

The level of teacher teaching effectiveness in the use of learning materials and resources attained an overall weighted mean of 6.31 and a standard deviation of 0.80, corresponding to a Very Highly Effective verbal interpretation. This implies that teachers are very competent in utilizing, adapting, and evaluating learning materials and resources to support effective teaching and learning.

In summary, the findings indicate that teachers exhibit very high teaching effectiveness in the use of learning materials and resources. The relatively low standard deviations across all indicators indicate a shared and consistent perception, underscoring very strong confidence in

teachers’ ability to optimize instructional tools to enhance learner engagement and achievement.

Table 18. Level of Teacher Teaching Effectiveness in terms of Assessment of Student Learning

Statements	Mean	SD	Remarks
My school head supports me in...			
...conducting regular assessments to monitor learners’ progress and evaluate the attainment of learning objectives	6.37	0.81	Strongly Agree
...providing timely and constructive feedback to learners by setting clear expectations	6.33	0.82	Strongly Agree
...using assessment results to improve teaching strategies by giving recommendations for enhancement	6.35	0.85	Strongly Agree
...designing assessments that are aligned with learning objectives through regular supervision and mentoring sessions	6.36	0.84	Strongly Agree
...maintaining accurate records of learner performance by providing monitoring and feedback	6.38	0.85	Strongly Agree
Weighted Mean	6.36		
SD	.80		
Verbal Interpretation	Very Highly Effective		

Table 18 shows the level of teacher teaching effectiveness in terms of assessment of student learning. It highlights how teachers perceive their ability to assess students' progress and learning outcomes effectively.

The results show that teachers strongly agree they are very highly effective in assessing student learning. The school conducts regular assessment to track student progress and assess their success in meeting educational goals, provides students with timely and constructive feedback by establishing clear expectations which help students understand their paths to improvement.

Assessment results guide the development of teaching strategies while assessment results also provide recommended student learning improvements. Teachers create assessments which match academic goals with support from regular supervision and mentoring activities, and the school maintains accurate records of student progress through its continuous assessment and timely feedback.

The level of teacher teaching effectiveness in assessment of student learning attained an overall weighted mean of 6.36 and a standard deviation of 0.80, corresponding to a Very Highly Effective verbal interpretation. This implies that teachers are very highly competent in conducting assessments, analyzing results, and using feedback to enhance teaching and learning outcomes.

In summary, the findings indicate that teachers exhibit very high teaching effectiveness in the assessment of student learning. The relatively low standard deviations across all indicators suggest a shared and consistent perception, underscoring very strong confidence in teachers’ ability to systematically evaluate learner performance and implement strategies that promote academic growth.

Significant relationship between the leadership capacities of school heads and the teachers’ skills

This section presents the significant relationship between the leadership capacities of school heads and the skills of teachers. The analysis seeks to determine whether the leadership capacities of school heads including instructional supervision, curriculum guidance, monitoring and coaching, and decision making are significantly associated with the development of teachers' skills, particularly in areas such as classroom management, assessment and feedback, differentiated instruction, ICT/instructional technology. Collaboration/teamwork and reflective practice.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product–Moment Correlation Coefficient. The results indicate whether higher levels of leadership capacities among school heads correspond to stronger development of teachers' professional skills.

Table 19. Significant relationship between the leadership capacities of school heads and the teachers' skills

LEADERSHIP CAPACITIES OF SCHOOL HEADS	PEARSON CORRELATION	TEACHERS' SKILLS					
		Classroom Management	Assessment and Feedback	Differentiated Instruction	ICT/ Instructional technology	Collaborative/ Teamwork Skills	
Instructional Supervision	Pearson Correlation Sig. (2-tailed) N	.805** .000 417	.813** .000 417	.818** .000 417	.781** .000 417	.804** .000 417	.790** .000 417
Curriculum Guidance	Pearson Correlation Sig. (2-tailed) N	.860** .000 417	.869** .000 417	.878** .000 417	.826** .000 417	.866** .000 417	.854** .000 417
Monitoring and Coaching	Pearson Correlation Sig. (2-tailed) N	.861** .000 417	.876** .000 417	.882** .000 417	.846** .000 417	.885** .000 417	.852** .000 417
Decision Making	Pearson Correlation Sig. (2-tailed) N	.860** .000 417	.862** .000 417	.843** .000 417	.838** .000 417	.869** .000 417	.867** .000 417

The table presents the significant relationship between the leadership capacities of school heads and the teachers' skills, with the Pearson correlation coefficients, significance values, and sample size (N = 417). The leadership capacities are represented as Instructional Supervision, Curriculum Guidance, Monitoring and Coaching, and Decision-Making. Teachers' skills are measured in terms of Classroom Management, Assessment and Feedback, Differentiated Instruction, ICT/Instructional Technology Skills, Reflective Practice, and Collaboration and Teamwork Skills.

The results reveal strong positive correlations across all dimensions. For Instructional Supervision, Pearson correlation values range from 0.781 (ICT/Instructional Technology Skills) to 0.818 (Differentiated Instruction), all significant at p = 0.000, indicating that higher instructional supervision by school heads is strongly associated with higher teacher skills in these areas.

For Curriculum Guidance, correlations are even higher, ranging from 0.826 (ICT/Instructional Technology Skills) to 0.878 (Differentiated Instruction), also significant at p = 0.000, showing that school heads' guidance in curriculum matters is strongly linked to teachers' capabilities in differentiated instruction, assessment, and other skills.

Similarly, Monitoring and Coaching exhibits very strong correlations with teacher skills, ranging from 0.846 (ICT/Instructional Technology Skills) to 0.882 (Differentiated Instruction), suggesting that well-managed and

administratively competent school leadership significantly enhances teacher performance across multiple skill areas.

Finally, Decision-Making shows strong positive correlations, ranging from 0.838 (ICT/Instructional Technology Skills) to 0.869 (Reflective Practice), indicating that participatory and effective decision-making by school heads is associated with higher teacher competence in reflection, collaboration, and instructional practices.

The significant value of 0.000 for all correlations indicate that these relationships are statistically significant at the 0.01 level. This implies that there is a strong and positive relationship between the leadership capacities of school heads and the development of teachers' professional skills. Strong leadership in supervision, curriculum guidance, administration, and decision-making is closely associated with higher levels of teacher effectiveness in classroom management, assessment, differentiated instruction, technology use, reflective practice, and collaboration.

In summary, the findings suggest that effective school leadership plays a critical role in enhancing teachers' skills, highlighting the interdependence between administrative leadership and instructional quality in schools.

Significant relationship between the leadership capacities of school heads and the teacher teaching effectiveness

This section presents the significant relationship between the leadership capacities of school heads and the teaching effectiveness of teachers. The analysis aims to determine whether the leadership capacities of school heads including instructional supervision, curriculum guidance, monitoring and coaching, and decision making are significantly associated with teachers' effectiveness in planning lessons, delivering instruction, use of learning materials and facilitating student learning.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product–Moment Correlation Coefficient. The results indicate whether higher levels of leadership capacities among school heads correspond to higher levels of teaching effectiveness among teachers.

Table 20. Significant relationship between the leadership capacities of school heads and the teacher teaching effectiveness

LEADERSHIP CAPACITIES OF SCHOOL HEADS	PEARSON CORRELATION	TEACHER TEACHING EFFECTIVENESS			Assessment of Student Learning
		Lesson Planning and Preparation	Instructional Delivery	Use of Learning Resources and Materials	
Instructional Supervision	Pearson Correlation Sig. (2-tailed) N	.801** .000 417	.785** .000 417	.790** .000 417	.786** .000 417
Curriculum Guidance	Pearson Correlation Sig. (2-tailed) N	.824** .000 417	.832** .000 417	.848** .000 417	.843** .000 417
Monitoring and Coaching	Pearson Correlation Sig. (2-tailed) N	.843** .000 417	.837** .000 417	.858** .000 417	.857** .000 417
Decision Making	Pearson Correlation Sig. (2-tailed) N	.818** .000 417	.834** .000 417	.836** .000 417	.834** .000 417

Table 20 presents the significant relationship between the leadership capacities of school heads and teacher teaching effectiveness, showing the Pearson correlation coefficients,

significance values, and sample size (N = 417). The leadership capacities include Instructional Supervision (IS), Curriculum Guidance, Monitoring and Coaching and Decision-Making while teacher teaching effectiveness is measured in terms of Lesson Planning and Preparation, Instructional Delivery, Use of Learning Resources, and Assessment of Student Learning. The results reveal strong positive correlations between all leadership capacities and teaching effectiveness indicators. For Instructional Supervision correlation values range from 0.785 (Instructional Delivery) to 0.801 (Lesson Planning and

Preparation), all significant at $p = 0.000$, indicating that effective supervision by school heads is closely associated with higher teacher effectiveness in planning, delivering, and assessing lessons.

For Curriculum Guidance correlations are even stronger, ranging from 0.824 (Lesson Planning and Preparation) to 0.848 (Use of Learning Resources) suggesting that school heads' guidance in curriculum matters significantly enhances teachers' ability to utilize learning resources, align instruction, and implement effective lessons.

Monitoring and Coaching also shows very strong correlations, ranging from 0.837 (Instructional Delivery) to 0.858 (Use of Learning Resources), indicating that teachers perceive well-managed and administratively competent leadership as a key factor in improving teaching effectiveness across all domains.

Finally, Decision-Making demonstrates strong positive correlations with teaching effectiveness indicators, ranging from 0.818 (Lesson Planning and Preparation) to 0.836 (Use of Learning Resources), suggesting that timely, participatory, and transparent decision-making by school heads supports teachers in planning, delivering, using resources, and assessing learning effectively.

All correlations are statistically significant at $p = 0.000$, indicating a highly significant positive relationship between school heads' leadership capacities and teacher teaching effectiveness.

In summary, the findings suggest that strong leadership capacities of school heads through supervision, curriculum guidance, monitoring, and decision-making are closely associated with higher teacher teaching effectiveness, emphasizing the critical role of leadership in fostering instructional quality, effective lesson delivery, and the overall professional performance of teachers.

Significant relationship between the management capacities of school heads and the teachers' skills

This section presents the significant relationship between the management capacities of school heads and the skills of teachers. The analysis aims to determine whether the management capacities of school heads including strategic planning, resource allocation, quality assurance and human resource support are significantly associated with the development of teachers' professional skills, assessment and feedback, differentiated instruction, ICT/instructional technology skills, classroom management, collaboration/teamwork skills and reflective practice.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product-Moment Correlation Coefficient. The results reveal whether higher levels of school heads' management capacities correspond to stronger development of teachers' skills.

Table 21. Significant relationship between the management capacities of school heads and the teachers' skills

LEADERSHIP CAPACITIES OF SCHOOL HEADS	PEARSON CORRELATION	TEACHERS' SKILLS				
		Classroom Management	Assessment and Feedback	Differentiated Instruction	ICT/ instructional technology	Collaborative/ Reflective Practice Teamwork Skills
Instructional Supervision	Pearson Correlation .805** Sig. (2-tailed) .000 N 417	.813** 0.00 417	.818** 0.00 417	.781** 0.00 417	.804** 0.00 417	.790** 0.00 417
Curriculum Guidance	Pearson Correlation .850** Sig. (2-tailed) .000 N 417	.869** 0.00 417	.878** 0.00 417	.826** 0.00 417	.866** 0.00 417	.854** 0.00 417
Monitoring and Coaching	Pearson Correlation .861** Sig. (2-tailed) .000 N 417	.876** 0.00 417	.882** 0.00 417	.846** 0.00 417	.885** 0.00 417	.852** 0.00 417
Decision Making	Pearson Correlation .860** Sig. (2-tailed) .000 N 417	.862** 0.00 417	.843** 0.00 417	.838** 0.00 417	.869** 0.00 417	.867** 0.00 417

Table 21 presents the significant relationship between the management capacities of school heads and teachers' skills, showing Pearson correlation coefficients, significance values, and sample size (N = 417). The management capacities include Strategic Planning, Resource Allocation, Quality Assurance, and Human Resource Support, while teachers' skills are measured in terms of Classroom Management, Assessment and Feedback, Differentiated Instruction, ICT/Instructional Technology Skills, Collaboration and Teamwork Skills, and Reflective Practice.

The results reveal very strong positive correlations between all management capacities and teacher skills. For Strategic Planning, Pearson correlation values range from 0.858 (ICT/Instructional Technology Skills) to 0.904 (Collaborative/Teamwork Skills), all significant at $p = 0.000$, indicating that strategic planning by school heads is strongly associated with higher teacher skills in collaboration, instruction, and reflective practice. Resource Allocation also shows strong correlations, ranging from 0.863 (ICT/Instructional Technology Skills) to 0.913 (Collaborative/Teamwork Skills), suggesting that equitable and effective distribution of resources significantly supports teachers in performing instructional and collaborative tasks. Quality Assurance exhibits very strong correlations with teacher skills, ranging from 0.865 (ICT/Instructional Technology Skills) to 0.908 (Differentiated and Reflective Practice), demonstrating that monitoring, evaluation, and maintaining instructional standards enhance teachers' competencies in differentiated instruction, assessment, technology use, and reflection.

Finally, Human Resource Support, demonstrates the highest correlations, ranging from 0.884 (ICT/ Instructional Technology Skills) to 0.917 (Reflective Practice), indicating that providing professional growth opportunities, mentoring,

and considering teacher welfare strongly contributes to improving teacher skills across all domains. All correlations are statistically significant at $p = 0.000$, confirming a highly significant positive relationship between the management capacities of school heads and teachers' skills. In summary, the findings suggest that effective management capacities of school heads including strategic planning, resource allocation, quality assurance, and human resource support are closely linked to the development of teachers' professional skills, highlighting the crucial role of school management in fostering teacher competence, instructional quality, and collaborative practices.

Significant relationship between the management capacities of school heads and the teacher teaching effectiveness

This section presents the significant relationship between the management capacities of school heads and the teaching effectiveness of teachers. The analysis aims to determine whether the management capacities of school heads including strategic planning, resource allocation, quality assurance, and human resource support are significantly associated with teachers' effectiveness in lesson planning, use of learning materials and resources, and assessment of student learning.

To test this relationship, the data were statistically treated using the Real Statistics Data Analysis Tools and analyzed through the Pearson Product-Moment Correlation Coefficient. The results indicate whether higher levels of teaching effectiveness among teachers.

Table 22. Significant relationship between the management capacities of school heads and the teacher teaching effectiveness

LEADERSHIP CAPACITIES OF SCHOOL HEADS	PEARSON CORRELATION	TEACHER TEACHING EFFECTIVENESS			
		Lesson Planning and Preparation	Instructional Delivery	Use of Learning Resources and Materials	Assessment of Student Learning
Instructional Supervision	Pearson Correlation	.801**	.785**	.790**	.786**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	417	417	417	417
Curriculum Guidance	Pearson Correlation	.824**	.832**	.848**	.843**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	417	417	417	417
Monitoring and Coaching	Pearson Correlation	.843**	.837**	.858**	.857**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	417	417	417	417
Decision Making	Pearson Correlation	.818**	.834**	.836**	.834**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	417	417	417	417

Table 22 presents the significant relationship between the management capacities of school heads and teacher teaching effectiveness, showing Pearson correlation coefficients, significant values, and sample size ($N = 417$). The management capacities include Strategic Planning, Resource Allocation, Quality Assurance, and Human Resource Support (HRS), while teacher teaching effectiveness is measured in terms of Lesson Planning and Preparation, Instructional Delivery, Use of Learning Resources, and Assessment of Student Learning.

The results reveal strong positive correlations between all management capacities and teaching effectiveness indicators. For Strategic Planning, Pearson correlation values range from

0.854 (Lesson Planning and Preparation) to 0.871 (Assessment of Student Learning), all significant at $p = 0.000$, indicating that strategic planning by school heads is strongly associated with teachers' effectiveness in planning lessons, delivering instruction, using resources, and assessing learning. Resource Allocation shows strong correlations, ranging from 0.840 (Lesson Planning and Preparation) to 0.868 (Assessment of Student Learning), suggesting that fair and efficient distribution of resources enhances teacher effectiveness across instructional domains. Quality Assurance exhibits the highest correlations, ranging from 0.866 (Lesson Planning and Preparation) to 0.896 (Assessment of Student Learning), demonstrating that regular monitoring, evaluation, and maintenance of high instructional standards strongly support teachers in planning, delivering, utilizing resources, and assessing learning outcomes. Finally, Human Resource Support demonstrates strong positive correlations, ranging from 0.860 (Lesson Planning and Preparation) to 0.885 (Assessment of Student Learning), indicating that providing professional growth opportunities, mentoring, and attending to teacher welfare significantly contributes to teaching effectiveness. All correlations are statistically significant at $p = 0.000$, confirming a highly significant positive relationship between the management capacities of school heads and teacher teaching effectiveness.

In summary, the findings suggest that effective management capacities of school heads including strategic planning, resource allocation, quality assurance, and human resource support are closely associated with higher teacher teaching effectiveness, highlighting the critical role of competent school management in enhancing instructional quality, lesson implementation, and assessment practices.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between the leadership capacities of school heads and the teachers' skills. Therefore, the null hypothesis is rejected. The study demonstrates that school heads who effectively lead their teachers help achieve professional growth and development. Teachers demonstrate improved classroom management, assessment and instructional strategies skills when school heads practice effective leadership through instructional supervision, curriculum guidance and collaborative decision-making skills. It further demonstrates that leadership capacity directly impacts the ongoing development of teacher professional skills within school settings.

There is significant relationship between the leadership capacities of school heads and the teacher teaching effectiveness. Therefore, the null hypothesis is rejected. This indicates that effective leadership enhances teachers' classroom practices and creates better classroom results for teachers which boosts teaching effectiveness. School heads who actively guide, monitor and support teachers create an environment that promotes effective lesson planning, instructional delivery and assessment of student learning. Teachers need strong leadership capacity of school heads that will enable them to provide high-quality instruction which improves student learning outcomes.

The management capacities of school heads have a significant relationship with teachers' skills. Therefore, the null hypothesis is rejected. It is concluded that competent management practices provide the necessary support to enhance teachers' skills. Schools need strategic planning, resource allocation, and human resource support to provide teachers with instructional materials, training programs and professional development opportunities which will enable teachers to develop their teaching skills. The study shows that management capacity serves as a crucial factor which supports teachers in developing their professional skills.

The management capacities of school heads have a significant relationship with the teacher's teaching effectiveness. Therefore, the null hypothesis is rejected. It indicates that strong management capacities of school heads create an environment that not only enhances teacher competence but also promotes a high standard of teaching and learning, thereby contributing to improved student outcomes. When school heads allocate resources effectively while maintaining quality standards and providing professional development to teachers, it results in better classroom instruction and assessment strategies. Recommendations

School heads should continue strengthening participatory and transparent decision-making, implement more feedback and maintain timely issue resolution to further improve teacher engagement and support better learning outcomes.

School heads should maintain their focus on clear goal setting, collaboration, and proactive planning. They need to maintain their current work according to the School Improvement Plan (SIP) while they work on improving data-driven decision-making processes to solve new challenges. The school development process will achieve sustainability through continuous monitoring and necessary adjustments.

The school heads should implement specialized professional development programs which include advanced training and technical support to enable teachers to resolve technical issues during their instructional sessions.

School heads should keep providing teachers with professional development training that teaches them how to create proper assessments and better their feedback methods. Teachers will benefit from enhanced mentorship programs and resource availability which will help them monitor student progress and adjust their teaching methods.

School heads should improve their leadership skills through their three recommended practices of conducting instructional supervision with feedback and developing curriculum through workshops and establishing mentorship

programs which will create direct support for teachers' professional development.

School heads should improve their leadership abilities by establishing regular classroom observation schedules which will allow them to deliver feedback to teachers about their lesson planning and teaching methods and assessment practices. The school should establish monthly curriculum review sessions which will help teachers to improve their teaching skills while making sure their work aligns with educational standards. The establishment of an ongoing coaching and feedback system together with teacher involvement in instructional strategy, decision-making will result in improvements to their teaching performance.

School heads need to improve their strategic planning capabilities through better resource allocation, quality assurance and human resource management by providing ongoing training and mentorship programs and fair access to professional development resources. The initiatives will develop teachers' abilities to manage classrooms and conduct assessments while using technology and working with others.

School heads should enhance their management capacities through specific actions which include creating resource allocation action plans and conducting teaching quality assessments and delivering focused professional development programs to teachers. The creation of mentorship programs together with perpetual feedback systems will result in improved teaching quality.

It is recommended that future research explore additional factors, such as teacher motivation, school culture, community support, and technology integration, that may further influence the relationship between school leadership, management capacities, and teacher performance.

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