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Administrative Leadership Skills of School Heads and Teachers' Performance in Sirawai District, Schools Division of Zamboanga Del Norte

Aiza M. Mata, MAEM

Teacher, Department of Education, Sirawai District, Schools Division of Zamboanga Del Norte, Philippines

Leo C. Naparota, PhD

Dean, School of Criminal Justice Education and College of Arts and Sciences, Andres Bonifacio College, Inc., Dipolog City, Philippines

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ABSTRACT: This study sought to assess the administrative leadership skills of school heads and the performance of teachers in Sirawai District, Schools Division of Zamboanga del Norte, during School Year 2024–2025. A total of 146 teacher-respondents were included in the study through total enumeration. The study used a survey descriptive-correlational research design, with a questionnaire as the main instrument for gathering data on school heads' administrative leadership skills and teachers' performance based on the IPCRF. The data were analyzed using weighted mean, standard deviation, and Spearman rank-order correlation. The findings showed that the respondents rated the administrative leadership skills of school heads as Very High, with all seven domains likewise interpreted as Very High. Teachers' performance based on the IPCRF was generally rated Very Satisfactory, and most respondents obtained a Very Satisfactory rating. Furthermore, school management and operations showed a significant positive relationship with teachers' IPCRF-based performance. Likewise, the overall administrative leadership skills of school heads had a significant positive relationship with teacher performance.

The study concluded that school heads showed very high administrative leadership skills, while teachers performed at a very satisfactory level. Although the relationship was weak, effective school management and operations significantly contributed to teacher performance. Thus, school heads should strengthen management, resources, monitoring, feedback, and teacher support, while the findings may guide stakeholders and future researchers.

KEYWORDS: administrative leadership skills, school heads, teacher performance, IPCRF, Sirawai District, school management and operations, descriptive-correlational, Philippines

INTRODUCTION

Globally, effective school leadership is considered an essential element in improving educational quality. International organizations recognize that school heads with strong administrative and instructional leadership abilities help establish supportive school environments that promote teacher effectiveness and student achievement. UNESCO emphasizes the important role of leadership in strengthening teaching and learning systems worldwide, while the OECD points out that leadership practices such as strategic planning, proper allocation of resources, and effective policy implementation greatly affect teachers' motivation and performance (UNESCO, 2024; OECD, 2021).

In the Philippine setting, the value of school leadership is reflected in Republic Act No. 9155, which outlines the authority, duties, and accountability of school heads in managing schools. The administrative leadership skills of school heads, including planning and goal setting, organizing school operations, assigning personnel and resources, implementing policies fairly, and monitoring school programs, are vital in creating a work environment that supports improved teacher performance. When these functions are properly performed, they help preserve instructional time, define roles and expectations clearly, provide needed resources on time, and ensure regular supervision and feedback. These practices contribute to better teaching performance, particularly in lesson delivery, classroom management, and assessment.

In support of this idea, Grissom et al. (2021) stressed that school leaders affect educational outcomes mainly through the systems, routines, and structures they put in place. These include scheduling, communication channels, support mechanisms, and accountability procedures, which help teachers perform their duties more efficiently and consistently. In the same manner, Sebastian et al. (2019) found that leadership practices that combine instructional guidance with strong organizational management contribute to better school processes. These improved processes, in turn, enhance teacher performance by providing clearer direction, stronger support, and fewer operational difficulties.

Teacher performance, as measured through the Individual Performance Commitment and Review Form (IPCRF) under DepEd Order No. 2, s. 2015, serves as an important measure of how effectively teachers carry out their responsibilities based on set objectives, key result areas, and performance standards. Teacher performance is shaped not only by teachers' knowledge, skills, and commitment, but also by the administrative support provided by the school. When school heads provide clear schedules, timely resources, fair and consistent policy implementation, regular

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monitoring, coaching, and meaningful feedback, teachers are better supported in achieving their targets and improving their instructional practices. Therefore, effective school leadership helps establish an organized and supportive work environment where teachers can perform their tasks more effectively and obtain satisfactory or higher IPCRF ratings. This supports the view that leadership influences teacher performance indirectly through school organization, culture, and working conditions that promote teaching and learning.

The connection between administrative leadership skills and teacher performance may be viewed as a process in which effective leadership creates well-organized systems, including communication procedures, scheduling arrangements, resource allocation, supervision, and problem-solving mechanisms. These systems help strengthen teachers' ability to fulfill their roles. Shaked (2022) explained that effective organizational management supports instructional work by promoting alignment, coordination, and consistency, allowing teachers to focus on their main teaching responsibilities. Moreover, Sebastian et al. (2016) noted that school leaders improve teacher practice and the learning environment by developing professional structures and encouraging teacher leadership within schools.

Although global and national studies provide valuable insights, there remains a gap in localized and skills-focused research examining how school heads' administrative leadership skills are related to teacher performance in specific settings. In the Schools Division of Zamboanga del Norte, particularly in Sirawai District, it is important to examine how specific administrative leadership areas, such as planning, organizing school operations, managing resources and personnel, enforcing policies, and monitoring programs, influence teachers' performance. Since many existing studies discuss leadership in general terms or focus on other locations, their findings may not fully reflect the actual conditions of rural and geographically distinct communities. Addressing this gap will provide context-based evidence that may guide leadership practices and help improve teacher performance in Sirawai District.

LITERATURE

School Heads' Administrative Leadership Skills

School heads' administrative leadership skills are consistently described in the literature as the organizational management and people-management capacities that keep schools functioning well through planning, coordinating operations, managing resources, and building routines that support teachers' daily work. Grissom, Egalite, and Lindsay (2021) highlight "organizational management" as a core principal skill set (e.g., managing budgets/resources, maintaining a safe environment, and hiring/assigning personnel) that is linked to outcomes such as teacher satisfaction and overall school improvement. Sebastian et al. (2019) show that school performance varies across principal profiles and that organizational management alongside instructional leadership matters because it shapes the systems and supports through which teachers can deliver consistent instruction and meet performance expectations.

School Leadership

School leadership refers to the ways school heads and leadership teams set direction, build supportive structures, and influence school organization and culture to improve teaching and learning outcomes. Day and Sammons (2020) argue that school leadership contributes to improvement largely through its effects on school organization, culture, and the teaching-and-learning environment creating conditions that enable teachers to work effectively and sustain quality instruction. Likewise, Daniëls et al. (2019) emphasizes that effective school leadership is multi-dimensional (e.g., instructional, transformational, distributed, and leadership-for-learning) and that leaders' actions matter because they shape the practices, professional collaboration, and school conditions that support teacher effectiveness and overall school performance.

Instructional Leadership

Instructional leadership is commonly described as the set of school-leader practices that directly improve teaching and learning by strengthening curriculum coordination, supervision and feedback, professional learning, and the overall learning climate. Volante et al. (2023) found that instructional leadership enacted through a cycle of planning, classroom observation, feedback, and refinement can strengthen structured teacher collaboration and support teaching improvement networks highlighting how leadership can translate into concrete instructional support for teachers. Similarly, He et al. (2024) reported that principals' instructional leadership significantly predicts teachers' professional development, indicating that when school leaders actively supervise instruction and provide professional learning opportunities, teachers are more likely to enhance their instructional practices and overall work effectiveness.

Creating a Student-Centered Learning Climate

Creating a student-centered learning climate refers to establishing a school and classroom environment where learners feel physically, socially, and emotionally safe, experience belonging and respect, and are actively supported to participate, collaborate, and take ownership of learning through clear expectations and supportive relationships. Zynuddin et al. (2023) reports that positive school climate is associated with the development of students' non-cognitive outcomes (e.g., engagement-related and socio-emotional factors), reinforcing the idea that supportive, inclusive climates help students participate more fully in learning. Likewise, Boykin and Carney (2024) emphasize that school climate is related to student achievement, implying that student-centered climates can strengthen academic performance by improving learners' motivation, behavior, and readiness to learn within an orderly and supportive environment.

Human Resource Management and Professional Development

Human resource management (HRM) and professional development (PD) in schools involve the systematic recruitment, deployment, support, appraisal, and continuous learning of teachers to strengthen instructional quality and sustain performance. Darling-Hammond et al. (2017) explain that effective PD is most beneficial when it is content-focused, sustained over time, collaborative, and supported by coaching and feedback implying that school HR systems must intentionally provide time, structures, and resources for teachers to continually improve practice. In the same direction, evidence from team-oriented HR practices in schools shows that when HRM emphasizes supportive structures and development-oriented practices, it can enhance teachers' collective performance by improving collaboration, efficiency, and innovation in their work (Bouwmans et al., 2019).

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Parents and Involvement and Community Partnership

Parents' involvement and community partnership are widely recognized as essential components of school effectiveness because they extend learning support beyond the classroom and strengthen the resources available to students and teachers. Kim (2022) reported a positive overall association between parental involvement and students' academic achievement, with particularly strong links for parents' expectations and aspirations suggesting that meaningful home–school engagement can reinforce achievement-oriented behaviors and learning support at home. Likewise, Keung and Cheung (2023) showed that family–school–community partnerships can build social capital (e.g., stronger networks and shared resources), where parent involvement and community connections help mobilize support for school learning initiatives—demonstrating how partnerships can create enabling conditions that promote student learning and strengthen school programs.

School Management Operation

School management operation refers to the school head's capacity to run the school's day-to-day systems such as scheduling and coordination, communication and recordkeeping, resource allocation, staffing support, and monitoring routines so that instruction is organized, safe, and consistent. Shaked (2022) explains that principals' operational management functions (e.g., handling staff concerns, organizing work processes, and managing personnel) help protect instructional time and reduce disruptions, thereby enabling teachers to focus on teaching tasks and maintain steady performance. Likewise, Taun et al. (2022) found that principals' management skills and styles expressed through how they organize school work and administer procedures are linked to teachers' organizational commitment and motivation, suggesting that well-managed school operations can strengthen teachers' work engagement and, in turn, support stronger performance in classroom and professional responsibilities.

Personal and Professional Attributes and Interpersonal Effectiveness

Personal and professional attributes and interpersonal effectiveness (e.g., integrity, professionalism, empathy, respectful communication, trust-building, and constructive feedback) are emphasized in the literature as leadership qualities that strengthen teachers' work by improving relationships, clarity, and support in the school setting. Shunhaji (2023) found that principals' effective communication characterized by openness, trust, and constructive feedback positively influences teacher performance, including teachers' ability to plan and carry out tasks, maintain discipline, and improve teaching–learning quality. Kouhsari et al. (2022) reported that while principals' emotional intelligence did not directly predict teacher performance in their sample, organizational trust and professional learning community showed positive significant relationships with teacher performance, suggesting that interpersonal attributes may matter most through building trust and collaborative professional conditions that enable teachers to perform better.

Teacher Performance Based on their IPCRF

Teacher performance based on the Individual Performance Commitment and Review Form (IPCRF) is generally understood as teachers' annual performance rating under the Results-Based Performance Management System (RPMS), aligned with the Philippine Professional Standards for Teachers, where performance is evidenced through key result areas and means of verification that capture both instructional work and professional responsibilities. In the Department of Education (DepEd) performance management context, DepEd Order No. 2, s. 2015, titled *Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education*, provides the official basis for evaluating the performance of teaching and non-teaching personnel. This order establishes the IPCRF as a standardized appraisal tool intended to help teachers set agreed performance objectives, document accomplishments, and assess their level of performance in a more consistent, objective, and evidence-based manner. The performance rating scale under DepEd Order No. 2, s. 2015 classifies teacher performance as Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, or Poor, depending on the obtained rating. In this regard, the IPCRF serves not only as a compliance requirement but also as a mechanism for identifying teachers' strengths, areas for improvement, and professional development needs. From an international perspective, the OECD likewise emphasizes that teacher appraisal systems are most useful when they produce actionable feedback and are linked to professional learning supports, so ratings become a pathway to teacher growth rather than a purely compliance requirement (OECD, 2021).

Conceptual Framework

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, school heads' administrative leadership skills which is measured through seven indicators, namely: school leadership; instructional leadership; creating a student-centered learning climate; human resource management and professional development; parents and involvement and community partnership; school management operation; and personal and professional attributes and interpersonal effectiveness. This section consists of one hundred (100) items designed to assess the level of school heads' administrative leadership skills. Part II presents the dependent variable, teacher performance based on their IPCRF.

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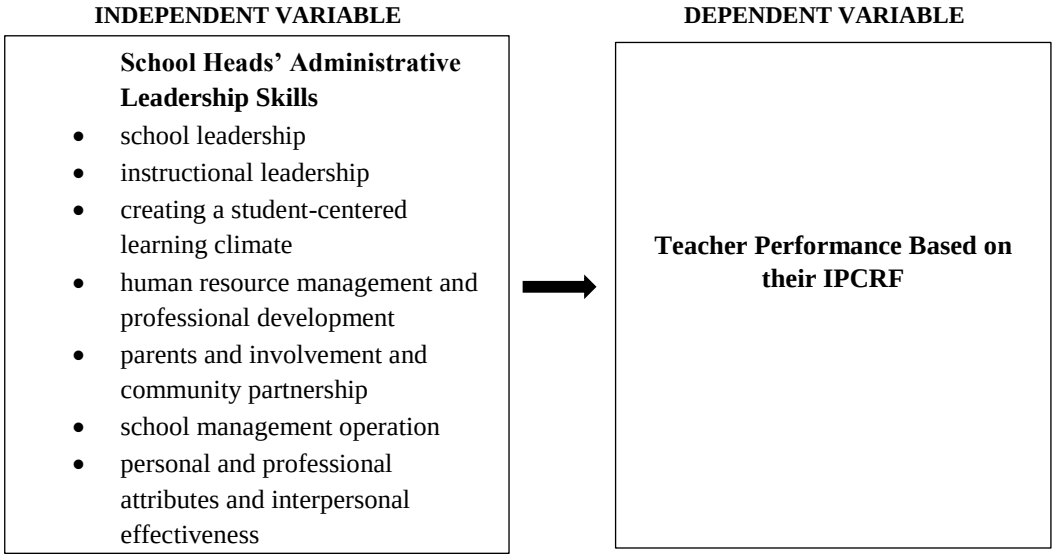


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the administrative leadership skills of school heads and teachers' performance in Sirawai District, Schools Division of Zamboanga del Norte, during the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of school heads' administrative leadership skills in terms of:
   1.1 school leadership;
   1.2 instructional leadership;
   1.3 creating a student-centered learning climate;
   1.4 human resource management and professional development;
   1.5 parents and involvement and community partnership;
   1.6 school management operation; and
   1.7 personal and professional attributes and interpersonal effectiveness?
2. What is the respondents' level of teacher performance based on their IPCRF?
3. Is there a significant relationship between school heads' administrative leadership skills and teaching performance?

Hypothesis

1. There is no significant relationship between school heads' administrative leadership skills and teacher performance.

Scope and Limitations of the Study

This study focuses the level of school heads' administrative leadership skills and teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF). It also examined the relationship between these two variables among 146 teacher-respondents in Sirawai District, Schools Division of Zamboanga del Norte, during School Year 2024–2025.

This study was limited to two major variables: school heads' administrative leadership skills and teacher performance based on the IPCRF. The school heads' administrative leadership skills were measured using seven indicators, namely: school leadership, instructional leadership, creation of a student-centered learning climate, human resource management and professional development, parents' involvement and community partnership, school management operation, and personal and professional attributes and interpersonal effectiveness.

RESEARCH METHODOLOGY

Method Used

The study employed survey and descriptive-correlational research methods. The survey method was used to gather data on school heads' administrative leadership skills and teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF) through a questionnaire. DeCarlo (2021) describes a survey as a research design in which the researcher asks a set of predetermined questions to a group or sample of respondents. Similarly, McCombes (2019/2025) explains that survey research involves collecting information from a group of people by asking questions and analyzing their responses.

In addition, Creswell and Guetterman (2019) define correlational research as the systematic study of relationships among two or more variables without manipulating them. In this study, the descriptive-correlational method was appropriate because it enabled the researcher to measure and analyze the relationship between school heads' administrative leadership skills and teachers' performance based on their IPCRF. This was done without controlling or manipulating the variables involved.

Research Instrument

The questionnaire used in this study was composed of two parts. Part I focused on the school heads' administrative leadership skills, adopted from Valmores (2021). This part included seven indicators, namely: school leadership, instructional leadership, creation of a student-

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centered learning climate, human resource management and professional development, parents' involvement and community partnership, school management operation, and personal and professional attributes and interpersonal effectiveness. Part II dealt with teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF).

Ethical Consideration

This study obtained approval from the Research and Ethics Committee of the Department of Education before the data-gathering process was conducted. Informed consent was secured from the institution and from the individual respondents prior to their participation in the study. The questionnaire was prepared using clear and understandable language to ensure that participation was voluntary and informed. The respondents' identities were kept anonymous, and all data gathered were treated with strict confidentiality. Only essential research data were retained for academic purposes and possible future research use.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the School Heads' Administrative Leadership Skills and Teacher Performance Based on IPCRF.

Scoring Procedure

School Heads' Administrative Leadership Skills

Range of Values	Description	Interpretation
4.21-5.00	Strongly Agree	Very High
3.41-4.20	Agree	High
2.61-3.40	Somewhat Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Teacher Performance Based on IPCRF DepEd Order No. 2, s. 2015

Scale	Range Value	Description
5	4.500–5.000	Outstanding
4	3.500–4.499	Very Satisfactory
3	2.500–3.499	Satisfactory
2	1.500–2.499	Unsatisfactory
1	below 1.499	Poor

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employee's score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient. This is used to determine the correlation between School Heads' Administrative Leadership Skills and Teacher Performance Based on IPCRF. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
	0.0	**No correlation**

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of school heads' administrative leadership skills in terms of:
   1.1 school leadership;
   1.2 instructional leadership;
   1.3 creating a student-centered learning climate;
   1.4 human resource management and professional development;
   1.5 parents and involvement and community partnership;
   1.6 school management operation; and
   1.7 personal and professional attributes and interpersonal effectiveness?

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Table 1: Teachers' perceived level of school heads' administrative leadership skills in terms of the school leadership

Descriptors	AWV	SD	Description	Interpretation
1. Establishes BEIS/SIS and baseline data of all performance indicators.	4.38	0.707	Strongly Agree	Very High
2. Involves all internal & external stakeholders in developing the SIP/AIP	4.38	0.772	Strongly Agree	Very High
3.Utilizes data, e.g., BEIS/SIS,SBM assessment, TSNA, and Strategic planning in the development of SIP/AIP	4.32	0.830	Strongly Agree	Very High
4. Aligns the SIP/AIP with national, regional, and local education policies and thrusts.	4.42	0.777	Strongly Agree	Very High
5. Communicates the SIP/AIP to the internal and external stakeholders effectively.	4.40	0.775	Strongly Agree	Very High
6. Resolves problems at the school level, assists teachers and students to understand problems and identify possible solutions, and analyzes causes of the problem rather than the symptoms.	4.56	0.643	Strongly Agree	Very High
7.Explores several approaches in handling problems	4.49	0.707	Strongly Agree	Very High
8. Involves stakeholders in meetings and deliberations for decision-making	4.54	0.686	Strongly Agree	Very High
9. Sets high expectations and challenging goals	4.45	0.686	Strongly Agree	Very High
10. Provides opportunities for growth and development of members as team players	4.52	0.656	Strongly Agree	Very High
11. Defines the roles and functions of each committee	4.49	0.687	Strongly Agree	Very High
12. Monitors and evaluates the accomplishment of different committees/teams	4.53	0.635	Strongly Agree	Very High
13. Gives feedback on the team's performance using a performance-based assessment tool	4.53	0.677	Strongly Agree	Very High
14. Establishes a system for rewards and benefits for teachers and staff.	4.39	0.746	Strongly Agree	Very High
15. Collaborates with concerned staff on the planning and implementation of programs and projects	4.51	0.707	Strongly Agree	Very High
16. Ensures proper allocation and utilization of resources (time, fiscal, human, IMs, etc.)	4.52	0.656	Strongly Agree	Very High
17. Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects.	4.53	0.634	Strongly Agree	Very High
Overall	**4.47**	**0.162**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 shows that teachers rated the school heads' administrative leadership skills in terms of school leadership at an overall Mean AWV = 4.47 (SD = 0.162), described as Strongly Agree and interpreted as Very High. All 17 indicators obtained Very High ratings, indicating consistently positive perceptions across planning, stakeholder engagement, data use, monitoring, and resource management. The highest-rated indicator is Item 6 on resolving school-level problems and analyzing root causes (AWV = 4.56, SD = 0.643), followed by Item 8 on involving stakeholders in decision-making (AWV = 4.54, SD = 0.686) and several monitoring/feedback items (Items 12, 13, 17: AWV = 4.53). The lowest-rated indicator is Item 3 on utilizing multiple data sources (e.g., BEIS/SIS, SBM assessment, TSNA, strategic planning) for SIP/AIP development

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(AWV = 4.32, SD = 0.830), though it remains Very High; it also has one of the largest SDs, suggesting slightly more varied perceptions on data-driven planning compared with other areas. It means that teachers perceive their school heads as having excellent administrative leadership skills in school leadership, particularly in problem-solving, inclusive decision-making, clear direction-setting, and monitoring of teams and programs, as reflected by the consistently Very High ratings across all indicators. It implies that the schools in the district likely benefit from a well-managed leadership environment where plans (SIP/AIP) are aligned with policy directions, stakeholders are engaged, committees are guided and monitored, and resources are systematically managed conditions that can strengthen implementation, staff coordination, and school improvement efforts. However, since the lowest and more variable rating is on using diverse data sources for SIP/AIP development, it also implies that capacity-building may still be needed to further standardize and strengthen data-driven planning and analysis, such as improving the integration and interpretation of BEIS/SIS, SBM results, and needs assessments for more evidence-informed decision-making.

The study result is supported by Grissom et al. (2021) study, highlight that principals' effectiveness is closely linked to the practices and organizational routines they build, including systems that support implementation and staff performance. In addition, Leithwood et al. (2020) emphasize that successful school leadership consistently draws on a repertoire of core practices (e.g., goal setting, developing people, redesigning the organization), which aligns with the high ratings on goal-setting, team development, and committee monitoring in this table. Moreover, DepEd's revised School-Based Management (SBM) guidelines underscore the importance of involving internal and external stakeholders and using school self-assessment and evidence to guide improvement planning supporting the very high ratings on stakeholder participation and SIP/AIP alignment.

Table 2: Teachers' perceived level of school heads' administrative leadership skills in terms of instructional leadership

Descriptors	AWV	SD	Description	Interpretation
1. Manages the processes and procedures in monitoring student achievement.	4.58	0.584	Strongly Agree	Very High
2. Ensures the utilization of a range of assessment processes to assess students' performance.	4.56	0.664	Strongly Agree	Very High
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies.	4.46	0.725	Strongly Agree	Very High
4. Utilizes assessment results to improve learning.	4.57	0.609	Strongly Agree	Very High
5. Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians regularly.	4.54	0.623	Strongly Agree	Very High
6. Develops/adapts a research-based school program.	4.40	0.756	Strongly Agree	Very High
7. Assists in implementing an existing, coherent, and responsive school-wide curriculum; addresses deficiencies and sustains successes of current programs in collaboration with teachers and learners.	4.45	0.734	Strongly Agree	Very High
8. Develops a culture of functional literacy.	4.49	0.687	Strongly Agree	Very High
9. Manages the introduction of curriculum initiatives in line with DepEd policies (e.g., BEC, Madrasah).	4.56	0.685	Strongly Agree	Very High
10.Works with teachers in curriculum review.	4.52	0.697	Strongly Agree	Very High
11. Enriches curricular offerings based on local needs; manages curriculum innovation and enrichment with the use of technology; and organizes teams to champion instructional innovation programs toward curricular responsiveness.	4.48	0.726	Strongly Agree	Very High
12. Prepares and implements an instructional supervisory plan, and conducts instructional supervision using an appropriate strategy.	4.49	0.697	Strongly Agree	Very High

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13. Evaluates lesson plans as well as classroom and learning management.	4.56	0.643	Strongly Agree	Very High
14. Provides in a collegial manner, timely, accurate, and specific feedback to teachers regarding their performance.	4.52	0.687	Strongly Agree	Very High
15. Provides expert technical assistance and instructional support to teachers.	4.43	0.751	Strongly Agree	Very High
Overall	**4.51**	**0.170**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 shows that teachers rated the school heads' administrative leadership skills in terms of instructional leadership at an overall Mean AWV = 4.51 (SD = 0.170), described as Strongly Agree and interpreted as Very High. All 15 indicators obtained Very High ratings, indicating consistently favorable perceptions regarding supervision, curriculum management, assessment use, and instructional support. The highest-rated indicator is Item 1 on managing processes and procedures in monitoring student achievement (AWV = 4.58, SD = 0.584), followed by Item 4 on utilizing assessment results to improve learning (AWV = 4.57, SD = 0.609) and multiple indicators on assessment and curriculum leadership (Items 2, 9, 13: AWV = 4.56). The lowest-rated indicator is Item 6 on developing/adapting a research-based school program (AWV = 4.40, SD = 0.756), though it remains Very High, and it also shows one of the higher SD values, suggesting slightly more varied perceptions in research-based program development compared with other instructional leadership practices. It means that teachers perceive their school heads as demonstrating excellent instructional leadership, particularly in monitoring student achievement, using assessment results to improve learning, managing curriculum initiatives aligned with DepEd policies, and providing supervision and feedback that support classroom instruction. It implies that instructional processes in the schools are likely strengthened through leadership practices that prioritize student performance monitoring, assessment-driven improvement, curriculum coherence, and instructional supervision, which can enhance teachers' instructional quality and students' learning outcomes. However, the relatively lower and more variable rating on research-based program development implies a need to further strengthen school heads' capability to lead and institutionalize research-informed programs and innovations, including action research utilization, program evaluation, and evidence-based instructional interventions.

The observed finding is supported by evidence that principals' instructional leadership is strongly associated with improved teaching practices and learning conditions when leaders focus on curriculum, assessment, supervision, and teacher support. Hallinger et al. (2016) reported in their meta-analysis that instructional leadership shows meaningful relationships with student outcomes and school improvement through its influence on teaching and learning processes. Likewise, Leithwood et al. (2020) emphasize that successful school leaders improve outcomes through core practices such as setting direction, developing people, and redesigning the organization processes reflected in this table through supervision, feedback, and curriculum collaboration. In addition, DepEd policy highlights that instructional supervision and curriculum implementation are essential leadership functions of school heads aligned with national standards, reinforcing the high ratings on supervision, curriculum review, and assessment use (Department of Education, 2020).

Table 3: Teachers' perceived level of school heads' administrative leadership skills in terms of creating a student-centered learning climate

Descriptors	AWV	SD	Description	Interpretation
1. Establishes and models high social and academic expectations for all .	4.34	0.738	Strongly Agree	Very High
2. Creates an engaging learning environment.	4.51	0.697	Strongly Agree	Very High
3. Participates in the management of learner behavior within the school and other school-related activities done outside the school	4.52	0.677	Strongly Agree	Very High
4. Supports learners' desire to pursue further learning	4.60	0.581	Strongly Agree	Very High
5. Recognizes high-performing learners and teachers, supportive parents, and other stakeholders.	4.58	0.672	Strongly Agree	Very High
6. Creates and sustains a safe, orderly, nurturing, and healthy environment	4.62	0.589	Strongly Agree	Very High
7. Provides an environment that promotes the use of technology among learners and teachers	4.56	0.685	Strongly Agree	Very High
Overall	**4.53**	**0.269**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

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Table 3 reveals that teachers rated the school heads' administrative leadership skills in terms of creating a student-centered learning climate with an overall Mean AWV = 4.53 (SD = 0.269), described as Strongly Agree and interpreted as Very High. All seven (7) indicators received Very High ratings, indicating consistently positive perceptions of school heads' efforts to foster safe, engaging, and supportive learning environments. The highest-rated indicator is Item 6 on creating and sustaining a safe, orderly, nurturing, and healthy environment (AWV = 4.62, SD = 0.589), followed by Item 4 on supporting learners' desire to pursue further learning (AWV = 4.60, SD = 0.581) and Item 5 on recognizing high-performing learners/teachers and supportive stakeholders (AWV = 4.58, SD = 0.672). The lowest-rated indicator is Item 1 on establishing and modeling high social and academic expectations for all (AWV = 4.34, SD = 0.738), although it remains Very High; its higher SD suggests slightly more varied perceptions about the consistency of high expectations across learners. It means that teachers perceive their school heads as highly effective in fostering a student-centered learning climate, particularly in ensuring safety and order, promoting learner motivation for further learning, recognizing performance and stakeholder support, and encouraging the use of technology to enhance learning. It implies that schools are likely benefiting from a learning environment that supports student well-being, engagement, and continuous improvement, which can strengthen classroom management, learner participation, and overall academic outcomes. However, the relatively lower rating on modeling high social and academic expectations implies that school heads may further strengthen practices that consistently communicate and reinforce high expectations for all learners (e.g., clear academic standards, equitable support systems, and consistent behavior and achievement expectations across grade levels).

The research result is supported by research indicating that a positive, safe, and supportive school climate is strongly associated with improved student engagement and achievement. Zynuddin et al. (2023) reported in a systematic review that a positive school climate is linked to students' non-cognitive outcomes such as engagement and socio-emotional development, which are essential features of student-centered learning environments. Similarly, Boykin and Carney (2024) found that school climate is related to student achievement, suggesting that leadership practices that sustain orderly, nurturing, and engaging climates can contribute to better learning outcomes.

Table 4: Teachers' perceived level of school heads' administrative leadership skills in terms of human resources management and professional development

Descriptors	AWV	SD	Description	Interpretation
1. Builds a community of learners among teachers.	4.53	0.645	Strongly Agree	Very High
2. Assesses and analyzes the needs and interests of teachers and other school staff.	4.53	0.697	Strongly Agree	Very High
3. Ensures that the School Plan for Professional Development (SPPD) emerges from the Individual Professional Plan for Development (IPPD‟s) and other identified needs of school personnel included in the SIP/AIP.	4.51	0.717	Strongly Agree	Very High
4. Monitors and coaches employees and facilitates the induction of new ones.	4.45	0.743	Strongly Agree	Very High
5. Recognizes the potential of staff and provides opportunities for professional development.	4.49	0.687	Strongly Agree	Very High
6. Ensures that the objectives of the school development plan are supported with resources for training and development programs.	4.55	0.611	Strongly Agree	Very High
7. Prepares, implements, and monitors school-based INSET for all teaching staff based on IPPDs.	4.53	0.726	Strongly Agree	Very High
8. Monitors and evaluates school-based INSETs.	4.52	0.697	Strongly Agree	Very High
9. Utilizes the basic qualification standards and adheres to pertinent policies in recruiting and hiring teachers/staff.	4.53	0.666	Strongly Agree	Very High
10. Creates and trains the School Selection and Promotion Committee and trains its members.	4.47	0.716	Strongly Agree	Very High
11. Recommends better ways and means to improve recruitment, hiring, and performance appraisal of teachers.	4.49	0.745	Strongly Agree	Very High
12. Assigns teachers and other personnel to their area of competence.	4.50	0.646	Strongly Agree	Very High
13. Assists teachers and staff in setting and resetting performance goals.	4.55	0.705	Strongly Agree	Very High
14. Monitors and evaluates the performance of teaching and non-teaching personnel vis-a-vis targets.	4.51	0.726	Strongly Agree	Very High

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15. Delegates specific tasks to help manage the performance of teaching and non-teaching personnel.	4.48	0.735	Strongly Agree	Very High
16. Coaches deputized staff as needed on managing performance.	4.45	0.770	Strongly Agree	Very High
17. Creates a functional school-based performance appraisal committee.	4.45	0.743	Strongly Agree	Very High
18. Assists and monitors the development of IPPD of each teacher.	4.49	0.697	Strongly Agree	Very High
Overall	**4.50**	**0.156**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 4 shows that teachers rated the school heads' administrative leadership skills in terms of human resource management and professional development with an overall Mean AWV = 4.50 (SD = 0.156), described as Strongly Agree and interpreted as Very High. All 18 indicators received Very High ratings, indicating consistently favorable perceptions of school heads' HR practices such as needs assessment, professional development planning (IPPD/SPPD), performance management, and recruitment processes. The highest-rated indicators are Item 6 on ensuring resources support training and development (AWV = 4.55, SD = 0.611) and Item 13 on assisting teachers and staff in setting and resetting performance goals (AWV = 4.55, SD = 0.705). Several indicators also scored very highly at AWV = 4.53 (Items 1, 2, 7, and 9), reflecting strong agreement that school heads build learning communities, assess staff needs, implement INSET, and follow qualification standards in hiring. The lowest-rated indicators are those with AWV = 4.45 (Items 4, 16, 17), which include monitoring/coaching employees and induction, coaching deputized staff, and creating a school-based performance appraisal committee although these remain Very High, suggesting only slight areas for strengthening. It means that teachers perceive their school heads as highly competent in managing human resources and supporting professional development, particularly in providing resources for training, guiding performance goals, implementing school-based INSET aligned with IPPDs, and ensuring proper deployment and HR processes.

It implies that the schools are likely implementing a supportive HR environment where teachers' professional learning needs are identified and translated into development plans, and where performance targets and appraisal systems are monitored to sustain teacher effectiveness. This also implies that continuous strengthening of coaching, induction systems for new teachers, and performance-management delegation can further improve how professional development and appraisal processes translate into consistent teacher performance, especially since these items received the comparatively lowest (though still very high) ratings.

The observed result confirms by Darling-Hammond et al. (2017) study, explain that effective professional development is most impactful when it is sustained, collaborative, and connected to practice, which aligns with the high ratings on school-based INSET, monitoring, and coaching. Similarly, Bouwmans et al. (2019) found that team-oriented HR practices can strengthen teachers' team performance by building commitment and collaboration, which supports the very high ratings on building a community of learners and aligning professional development with identified needs.

Table 5: Teachers' perceived level of school heads' administrative leadership skills in terms of parents' involvement and community partnership

Descriptors	AWV	SD	Description	Interpretation
1. Establishes school and family partnerships that promote student peak performance	4.58	0.651	Strongly Agree	Very High
2. Organizes programs that involve parents and other school stakeholders to promote learning	4.58	0.652	Strongly Agree	Very High
3. Conducts dialogues for the training of teachers, earners, and parents on the welfare and improves the performance of learners.	4.55	0.715	Strongly Agree	Very High
4. Promotes the image of the school through school summit, State of the School Address (SOSA), cultural show, learners‟ projects exhibit, fairs, etc.; conducts dialogues and meetings with multi-stakeholders in crafting programs and projects.	4.47	0.763	Strongly Agree	Very High
5. Participates actively in community affairs.	4.50	0.745	Strongly Agree	Very High
6. Establishes sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/MOU or using the Adopt a School Program policies.	4.53	0.677	Strongly Agree	Very High
Overall	**4.53**	**0.282**	**Strongly Agree**	**Very High**

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AWV-Average Weighted Value, SD-Standard Deviation

Table 5 shows that teachers rated the school heads' administrative leadership skills in terms of parents' involvement and community partnership with an overall Mean AWV = 4.53 (SD = 0.282), described as Strongly Agree and interpreted as Very High. All six (6) indicators obtained Very High ratings, suggesting consistently positive perceptions of school heads' efforts to strengthen school–family–community collaboration. The highest-rated indicators are Item 1 on establishing school–family partnerships that promote student peak performance (AWV = 4.58, SD = 0.651) and Item 2 on organizing programs that involve parents and stakeholders to promote learning (AWV = 4.58, SD = 0.652). The lowest-rated indicator is Item 4 on promoting the school's image through summits, SOSA, exhibits, fairs, and multi-stakeholder dialogues (AWV = 4.47, SD = 0.763), although it remains Very High and has the highest SD, indicating slightly more varied views regarding the consistency or frequency of these public engagement activities. It means that teachers strongly perceive their school heads as highly capable in building parental involvement and community partnerships, particularly through establishing school–family collaboration and organizing learning-support programs with stakeholders, which are key features of effective school governance and learner support. It implies that schools in the district likely benefit from strong stakeholder engagement that can enhance learner support systems, mobilize community resources, and reinforce school programs beyond the classroom. It also implies that sustained and structured community engagement activities such as school summits, SOSA, and multi-stakeholder dialogues should continue to be strengthened and institutionalized, especially because these activities had comparatively more varied ratings, suggesting potential differences in implementation across schools.

The study finding is consistent with Kim (2022) reported in a second-order meta-analysis that parental involvement has a positive association with academic achievement, particularly when involvement includes expectations and meaningful engagement in learning. Likewise, Keung and Cheung (2023) emphasized that school–family–community partnerships build social capital that supports school learning initiatives by strengthening networks, trust, and shared resources, which aligns with the very high ratings on partnership-building and stakeholder programs.

Table 6: Teachers' perceived level of school heads' administrative leadership skills in terms of school management and operations

Descriptors	AWV	SD	Description	Interpretation
1.Manages the implementation, monitoring, and review of the SIP/AIP and other action plans.	4.46	0.744	Strongly Agree	Very High
2. Establishes and maintains specific programs to meet the needs of identified target groups; takes the lead in the design of a school plant facilities improvement plan in consultation with an expert.	4.45	0.696	Strongly Agree	Very High
3. Allocates/ prioritizes funds for improvement and maintenance of school physical facilities and equipment.	4.47	0.789	Strongly Agree	Very High
4. Oversees school operations and care and use of school facilities according to set guidelines.	4.44	0.779	Strongly Agree	Very High
5. Institutionalizes best practices in managing and monitoring school operations, thereby creating a safe, secure, and clean learning environment.	4.47	0.716	Strongly Agree	Very High
6.Assigns/hires appropriate support personnel to manage school operations.	4.35	0.827	Strongly Agree	Very High
7.Prepares a financial management plan; develops a school budget which is consistent with SIP/AIP.	4.44	0.779	Strongly Agree	Very High
8. Generates and mobilizes financial resources.	4.47	0.706	Strongly Agree	Very High
9. Manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines.	4.45	0.724	Strongly Agree	Very High
10.Accepts donations, gifts, bequest and grants in accordance with R.A 9155.	4.36	0.869	Strongly Agree	Very High
11. Manages a process for the registration, maintenance, and replacement of school assets and dispositions of nonreusable properties.	4.40	0.738	Strongly Agree	Very High
12 Organizes a procurement committee and ensures that the official procurement process is followed.	4.40	0.819	Strongly Agree	Very High
13. Utilizes funds for approved school programs and projects as reflected in SIP/AIP; monitors utilization, recording, and reporting of funds.	4.45	0.780	Strongly Agree	Very High
14 Accounts for the school fund; and prepares financial reports and submits/ communicates the	4.43	0.838	Strongly Agree	Very High

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same to higher education authorities and other educational partners.				
15.Applies Information Technology (IT) plans for online communication.	4.51	0.687	Strongly Agree	Very High
16. Uses IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system).	4.57	0.642	Strongly Agree	Very High
17. Uses IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM), and assessment tools in accordance with the guidelines.	4.48	0.707	Strongly Agree	Very High
18. Shares with other school heads the school experience in the use of new technology.	4.45	0.797	Strongly Agree	Very High
Overall	**4.45**	**0.174**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 6 shows that teachers rated the school heads' administrative leadership skills in terms of school management and operations with an overall Mean AWV = 4.45 (SD = 0.174), described as Strongly Agree and interpreted as Very High. All 18 indicators obtained Very High ratings, indicating consistently favorable perceptions of how school heads manage planning implementation (School Improvement Plan, AIP Annual Implementation Plan, SIP/AIP), facilities, finances, procurement, asset management, and the use of information technology (IT). The highest-rated indicator is Item 16 on using IT to operationalize the school management system (e.g., school information system, student tracking, personnel information system) (AWV = 4.57, SD = 0.642), followed by Item 15 on applying IT plans for online communication (AWV = 4.51, SD = 0.687). The lowest-rated indicator is Item 6 on assigning/hiring appropriate support personnel to manage school operations (AWV = 4.35, SD = 0.827), followed by Item 10 on accepting donations and grants in accordance with R.A. 9155 (AWV = 4.36, SD = 0.869); these two items also show the largest SDs, suggesting slightly more varied perceptions across schools in staffing support and donation-related processes.

It means that teachers perceive school heads as highly effective in managing school operations, particularly in technology-enabled management systems, planning implementation (SIP/AIP), and the proper handling of resources and operational procedures, as reflected by the consistently Very High ratings across all indicators. It implies that schools likely benefit from organized and well-managed operations that support safe learning environments, transparent resource use, and efficient communication conditions that can reduce operational disruptions and allow teachers to focus more on instruction. It also implies that continued strengthening is needed in areas where ratings were comparatively lower and more variable, especially in (a) ensuring adequate support personnel for day-to-day operations and (b) standardizing donation/grants management and compliance processes, so that operational and financial procedures are consistently implemented across schools.

The result of the study is supported by Grissom et al. (2021) study, explain that principals influence school outcomes largely through the systems and routines they build, including operational and resource-management processes that support staff work. Likewise, Shaked (2022) highlights that organizational management supports instructional improvement by reducing disruptions, coordinating processes, and maintaining orderly systems that enable teachers to perform effectively. In addition, Taun, Muda, and Kadir (2022) found that principals' management skills and styles are linked to teachers' motivation and organizational commitment, reinforcing the importance of effective school operations and management practices.

Table 7: Teachers' perceived level of school heads' administrative leadership skills in terms of personnel and professional attributes and interpersonal effectiveness

Descriptors	**AWV**	**SD**	**Description**	**Interpretation**
1. Manifests genuine enthusiasm and pride in the nobility of the teaching profession.	4.49	0.745	Strongly Agree	Very High
2. Observes and demonstrates desirable personal and professional (RA 6713 and Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism, and genuine concern for others at all times.	4.60	0.639	Strongly Agree	Very High
3. Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents, and other stakeholders.	4.62	0.589	Strongly Agree	Very High
4. Makes appointments, promotions, and transfers on the basis of merit and needs in the interest of the service.	4.53	0.645	Strongly Agree	Very High

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5. Maintains a good reputation with respect to financial matters such as the settlement of his/her debts, loans, and other financial affairs.	4.60	0.639	Strongly Agree	Very High
6. Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	4.62	0.602	Strongly Agree	Very High
7.Communicates effectively to staff and other stakeholders in both oral and written forms.	4.57	0.642	Strongly Agree	Very High
8. Listens to stakeholders" needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.	4.58	0.620	Strongly Agree	Very High
9. Interacts appropriately with a variety of audiences and demonstrates the ability to empathize with others.	4.53	0.656	Strongly Agree	Very High
10. Observes the award system and a system of assistance for teachers and staff to sustain integrity, honesty, and fairness in school practices.	4.60	0.659	Strongly Agree	Very High
11. Demonstrates integrity, honesty and fairness all his/her dealings and transactions and makes individuals accountable for their actions.	4.59	0.661	Strongly Agree	Very High
12 Mobilizes teachers/staff in sustaining a project.	4.49	0.677	Strongly Agree	Very High
13. Maintains an open, positive and encouraging attitude toward change.	4.62	0.578	Strongly Agree	Very High
14. Assists teachers in identifying strengths and growth areas through monitoring and observation.	4.61	0.647	Strongly Agree	Very High
15 Introduces innovations in the school program to achieve higher learning outcomes.	4.62	0.667	Strongly Agree	Very High
16.Monitors and evaluates the implementation of change programs included in SIP/AIP.	4.55	0.675	Strongly Agree	Very High
17 Observes and applies multi-tasking in giving assignments.	4.49	0.697	Strongly Agree	Very High
18. Advocates and executes plans for changes, including culture change in the workplace.	4.51	0.677	Strongly Agree	Very High
19. Empowers teachers and personnel to identify, initiate, and manage changes.	4.58	0.651	Strongly Agree	Very High
Overall	**4.57**	**0.126**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 7 shows that teachers rated the school heads' administrative leadership skills in terms of personal and professional attributes and interpersonal effectiveness at an overall Mean AWV = 4.57 (SD = 0.126), described as Strongly Agree and interpreted as Very High. All 19 indicators obtained Very High ratings, indicating consistently favorable perceptions of school heads' professionalism, ethical conduct, communication, empathy, fairness, and change leadership. The highest-rated indicators are those with AWV = 4.62, including maintaining harmonious relations with stakeholders (Item 3), developing continuing development programs (Item 6), maintaining a positive attitude toward change (Item 13), introducing innovations (Item 15), and demonstrating empathy and adaptability in leadership. The lowest-rated indicators are those with AWV = 4.49 (Items 1, 12, and 17), such as demonstrating enthusiasm and pride in the profession, mobilizing staff to sustain projects, and multitasking in assigning tasks although these are still interpreted as Very High, showing only minimal variation across items. It means that teachers perceive their school heads as highly professional, ethical, and interpersonal-effective leaders, who consistently demonstrate integrity, fairness, strong communication, supportive relationships, and openness to change traits that are essential in maintaining a positive school work environment.

It implies that the school heads' strong personal and interpersonal qualities likely promote a trusting and collaborative school climate, which can strengthen teachers' motivation, cooperation, and willingness to engage in school initiatives and reforms. It also implies that sustaining these very high practices especially in communication, fairness, empathy, and supportive monitoring can help maintain teacher confidence and commitment, while further strengthening staff mobilization and workload/task management (e.g., delegation and multitasking) may enhance teamwork and efficiency during program implementation and change initiatives.

The current finding is supported by studies showing that principals' interpersonal and ethical-leadership qualities particularly communication, trust-building, and supportive professional interactions are linked to better teacher outcomes. Kouhsari et al. (2022) reported that organizational trust and professional learning community are positively related to teacher performance, emphasizing the importance of leadership

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behaviors that build trust and collegiality. Similarly, Shunhaji (2023) found that principals' effective communication and supportive interactions positively influence teacher performance, and reinforcing the value of interpersonal effectiveness.

Table 8: Summary of the teachers' perceived level of school heads' administrative leadership skills

Descriptors	Mean	SD	Description	Interpretation
A. School Leadership	4.47	0.162	Strongly Agree	Very High
B. Instructional Leadership	4.51	0.170	Strongly Agree	Very High
C. Creating a Student-Centered Learning Climate	4.53	0.269	Strongly Agree	Very High
D. Human Resource Management and Professional Development	4.50	0.156	Strongly Agree	Very High
E. Parents' Involvement and Community Partnership	4.53	0.282	Strongly Agree	Very High
F. School Management and Operations	4.45	0.174	Strongly Agree	Very High
G. Personnel and Professional Attributes and Interpersonal Effectiveness	4.57	0.126	Strongly Agree	Very High
Overall	**4.50**	**0.065**	**Strongly Agree**	**Very High**

AWV-Average Weighted Value, SD-Standard Deviation

Table 8 presents the summary of teachers' perceived level of school heads' administrative leadership skills across seven domains. All domains were rated Very High with Strongly Agree descriptions, and the Overall Mean = 4.50 (SD = 0.065) indicates consistently favorable perceptions of school heads' leadership. Among the domains, Personnel and Professional Attributes and Interpersonal Effectiveness obtained the highest mean (M = 4.57, SD = 0.126), followed by Creating a Student-Centered Learning Climate and Parents' Involvement and Community Partnership (both M = 4.53, SD = 0.269 and 0.282, respectively). Instructional Leadership (M = 4.51, SD = 0.170) and Human Resource Management and Professional Development (M = 4.50, SD = 0.156) were also rated very highly. The lowest mean (though still Very High) was recorded for School Management and Operations (M = 4.45, SD = 0.174) and School Leadership (M = 4.47, SD = 0.162), suggesting slightly lower—but still excellent—ratings in operational and overall school leadership functions compared with interpersonal and climate-related domains. It means that teachers perceive the school heads' administrative leadership skills as consistently excellent across all domains, with particular strength in professional/interpersonal attributes and student-centered climate building, while still maintaining very high competence in instructional leadership, HR management, stakeholder partnerships, and school operations. It implies that the schools benefit from a leadership environment characterized by strong professionalism, positive relationships, and supportive learning conditions, which can enhance collaboration, school morale, program implementation, and teacher commitment. It also implies that while all areas are performing at a very high level, continuous improvement efforts may prioritize the comparatively lower domains particularly school management and operations and school leadership by strengthening systems for operational staffing support, finance/resource processes, and strategic planning implementation, to ensure that excellent interpersonal and instructional practices are matched by equally strong operational consistency.

The result of the study is supported by (Leithwood et al., 2020) study, which indicated that effective school leaders influence school improvement through a set of core practices setting directio n, developing people, and improving organizational processes which aligns with the uniformly very high domain ratings shown in this summary. Similarly, Grissom et al. (2021) study, indicates that principals' impact is largely realized through the systems, routines, and supportive conditions they create for teaching and learning, which is consistent with the very high ratings across instructional leadership, learning climate, HR development, and stakeholder partnership domains,

2. What is the respondents' level of teacher performance based on their IPCRF?

Table 9: Level of teachers' performance based on IPCRF

Categories	Frequency	Percent	Mean	SD	Interpretation
Satisfactory	6	4.10	**4.01**	**0.310**	**Very Satisfactory**
Very Satisfactory	132	90.40			
Outstanding	8	5.50			
Total	**146**	**100.00**			

Table 9 shows that out of 146 teachers, the majority obtained a Very Satisfactory IPCRF rating with 132 (90.40%). Only 8 (5.50%) were rated Outstanding, while 6 (4.10%) fell under Satisfactory. The overall performance level yielded a Mean = 4.01 with SD = 0.310, which is interpreted as Very Satisfactory, indicating that teachers' performance ratings are generally high with relatively low variation across respondents. It means that the teachers' performance based on IPCRF is generally very satisfactory, since almost all respondents are concentrated in the Very Satisfactory category and only a small proportion fall under Satisfactory, reflecting that performance targets and required outputs were largely met. It implies that the school system is functioning at a strong performance level, where most teachers are able to meet expected standards and deliver

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required outputs within the RPMS/IPCRF framework. However, the presence of a small group rated Satisfactory implies the need for targeted support such as coaching, closer instructional supervision, and technical assistance to help them meet performance expectations consistently, while the limited number of Outstanding ratings suggests that schools may further strengthen enrichment opportunities (e.g., mentoring, innovation support, and recognition systems) that can help more teachers reach exemplary performance.

The outcome of the study is supported by studies reporting that teachers' IPCRF ratings commonly cluster in the Very Satisfactory to Outstanding range. Gacusan and Calangi (2022) found that most teachers obtained Very Satisfactory IPCRF ratings, with fewer teachers reaching Outstanding and only a minimal proportion falling into lower categories. Likewise, Cruz (2024) reported generally high IPCRF results among teachers but emphasized that sustained technical assistance and developmental support are still necessary to ensure that performance ratings translate into continuous improvement in practice.

3. Is there a significant relationship between school heads' administrative leadership skills and teaching performance?

Table 10: Test of the relationship between the teachers' perceived level of school heads' administrative leadership skills and teaching performance based on IPCRF

Variables Correlated	rho-value	p-value	Interpretation
School Heads' Administrative Leadership Skills and Teacher's Performance	0.185*	0.020	slight positive correlation **Significant**

**Correlation is significant at the 0.05 level*

Table 10 presents the test of relationship between the teachers' perceived level of school heads' administrative leadership skills and teaching performance based on IPCRF. The result shows a rho-value of 0.185 with a p-value of 0.020, which is lower than the 0.05 level of significance. This indicates a significant slight positive correlation between school heads' administrative leadership skills and teachers' IPCRF-based performance. Although the relationship is statistically significant, the size of the correlation is weak, suggesting that administrative leadership skills are related to teacher performance, but the association is not strong. Since the p-value is significant, the null hypothesis stating that there is no significant relationship between school heads' administrative leadership skills and teacher performance is rejected. This means that teachers who perceive their school heads as having higher administrative leadership skills also tend to demonstrate slightly higher teaching performance based on their IPCRF ratings. However, the weak correlation suggests that teacher performance is not determined by administrative leadership alone, since other factors such as teachers' competence, experience, professional development, motivation, instructional resources, and school conditions may also influence IPCRF ratings. This implies that strengthening the administrative leadership skills of school heads remains important because effective planning, monitoring, resource management, feedback, and school operations can help create a supportive work environment for teachers. Nevertheless, school improvement efforts should not focus only on leadership but should also include teacher capacity-building, instructional coaching, mentoring, and professional development programs to sustain and improve teacher performance.

The current finding is supported by Grissom, Egalite, and Lindsay (2021), who emphasized that principals influence teacher and school outcomes through the organizational systems, routines, and supports they establish within schools. This finding is also supported by Leithwood, Harris, and Hopkins (2020), who noted that effective school leaders improve school performance by setting direction, developing people, and strengthening organizational conditions that support teaching and learning. Similarly, Estrada and Gumban (2024) found a significant positive relationship between school heads' competence and teachers' performance, indicating that stronger leadership practices tend to be associated with better teacher performance outcomes. However, the weak size of the correlation partly aligns with Aquino (2021), who found that leadership practices may show positive association with teacher performance but may not always produce a strong or statistically significant relationship, suggesting that other mediating factors may also affect teachers' performance.

DISCUSSION

The findings of the study revealed that the school heads' administrative leadership skills were perceived by the teachers as very high across all seven domains, namely: school leadership, instructional leadership, creation of a student-centered learning climate, human resource management and professional development, parents' involvement and community partnership, school management and operations, and personal and professional attributes and interpersonal effectiveness. This indicates that school heads in Sirawai District demonstrate strong leadership practices in managing school programs, supervising instruction, supporting teachers' professional growth, engaging stakeholders, and maintaining positive interpersonal relationships. Among the domains, personal and professional attributes and interpersonal effectiveness obtained the highest rating, which suggests that teachers highly value school heads who demonstrate integrity, fairness, effective communication, empathy, professionalism, and openness to change. These leadership qualities are important because they help build trust, cooperation, and a positive school climate. However, although school management and operations was still rated very high, it received the lowest mean among the domains, suggesting that operational areas such as staffing support, resource management, facilities improvement, and financial processes may still be strengthened to ensure more consistent and efficient school administration.

The study also found that teachers' performance based on their IPCRF was generally very satisfactory, showing that most teachers were able to meet the expected standards and accomplish their duties and responsibilities effectively. This reflects a strong level of teacher performance in terms of instructional delivery, classroom management, assessment, professional responsibilities, and compliance with DepEd performance standards. Furthermore, the significant slight positive relationship between school heads' administrative leadership skills and teachers' IPCRF-based performance indicates that better administrative leadership is associated with higher teacher performance, although the relationship is weak.

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This means that school heads' leadership practices contribute to teacher performance, particularly through effective planning, monitoring, feedback, resource allocation, and school operations; however, teacher performance is not influenced by leadership alone. Other factors such as teachers' competence, motivation, experience, professional development, instructional resources, and personal commitment may also affect their performance. Therefore, while strengthening administrative leadership remains important, efforts to improve teacher performance should also include continuous mentoring, instructional coaching, professional development, recognition systems, and adequate teaching support.

CONCLUSION

Based on the findings of the study, it is concluded that the school heads in Sirawai District demonstrated very high administrative leadership skills in terms of school leadership, instructional leadership, creating a student-centered learning climate, human resource management and professional development, parents' involvement and community partnership, school management and operations, and personal and professional attributes and interpersonal effectiveness. This means that school heads were perceived by teachers as effective in managing school programs, supporting instruction, promoting professional growth, engaging stakeholders, and maintaining positive working relationships. Moreover, teachers' performance based on their IPCRF was generally very satisfactory, indicating that most teachers were able to meet the expected standards of their teaching duties and professional responsibilities. The significant slight positive relationship between school heads' administrative leadership skills and teachers' performance further concludes that effective administrative leadership contributes to improved teacher performance. However, since the relationship was weak, teacher performance may also be influenced by other factors such as teachers' competence, motivation, experience, professional development, instructional resources, and personal commitment. Therefore, strengthening school heads' leadership practices, especially in school management and operations, should be continuously pursued together with teacher support, coaching, mentoring, and professional development programs to sustain and further improve teacher performance.

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