

School Heads' Administrative and Leadership Skills and Teachers' Performance in Cluster Iii, Division of Bacolod City

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ABSTRACT

This study examined the relationship between the administrative and leadership skills of school heads and teachers' performance in Cluster III, Division of Bacolod City, during the School Year 2025–2026. Specifically, it assessed the level of school heads' administrative and leadership skills across the domains of the National Competency-Based Standards for School Heads (NCBSSH) and determined teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings. A quantitative descriptive-correlational research design was employed. The respondents were 259 public school teachers selected from a population of 728 using Slovin's Formula with a 5% margin of error. Data were collected using an adopted and pilot-tested questionnaire and analyzed using mean, standard deviation, and Spearman's rank-order correlation. The findings revealed that school heads demonstrated a high level of administrative and leadership skills across all seven NCBSSH domains, with Creating a Student-Centered Learning Climate and Parents' Involvement and Community Partnership obtaining the highest ratings. Teachers' performance was rated Outstanding based on their IPCRF results. Correlation analysis revealed no significant relationship between school heads' administrative and leadership skills and teachers' performance. The findings suggest that teachers' performance may be influenced by factors beyond the administrative and leadership skills examined in this study. It is recommended that leadership development programs for school heads and professional development opportunities for teachers be continuously strengthened to support improvements in instructional practices and educational outcomes.

Keywords: school head's administrative and leadership skills, teachers' performance, National Competency Based Standard for School Heads, Individual Performance Commitment and Review Form

INTRODUCTION

School leadership is widely recognized as a critical factor in determining school effectiveness and enhancing teachers' performance. Grissom, Egalite, and Lindsay (2021) emphasize that effective leadership contributes to improved organizational outcomes in schools. In this study, leadership is examined in relation to teachers' performance as a measurable indicator of instructional effectiveness.

School heads' administrative and leadership skills are vital to an educational institution and can significantly improve the school's overall performance. Their administrative skills ensure the efficient operation of school systems, while their leadership skills are linked to teachers' motivation, professional growth, and instructional performance. Together, these competencies are associated with the school environment in which teachers perform their roles.

Hallinger's (1985) Instructional Leadership Theory emphasizes the role of school leaders in supervising instruction, supporting teachers, and improving student achievement. School heads influence teachers' performance by providing clear goals, monitoring teaching, and supporting professional development. Schools operate as interconnected systems. Leadership practices are teachers, which in turn affect learner outcomes and school effectiveness. Studies show that effective school leadership significantly improves teacher performance and job satisfaction (Leitwood et al., 2021).

Research across Organization for Economic Co-operation and Development (OECD, 2023) countries found that instructional leadership remains a major predictor of teacher performance and school effectiveness. School leaders who prioritize teacher professional development create stronger teaching quality and improved academic outcomes. A study by Liu and Hallinger (2022) reported that principals' leadership practices significantly predict teacher commitment and classroom innovation. Similarly, a meta-analysis by Robinson et al. (2021) found that leadership has a measurable indirect impact on student learning through teacher performance. Recent research also highlights the role of administrative competence. Effective planning, resource management, and decision-making were found to enhance teachers' work environment and productivity. (Nguyen et al., 2023)

In the Philippine context, school leadership remains a critical factor in improving teacher effectiveness. A study by Dizon (2022) found that principals' leadership competence was significantly related to teacher job performance and commitment in public secondary schools. Similarly, Alonzo (2021) reported that school heads' administrative management practices improved teachers' classroom efficiency and instructional delivery. Recent Philippine research emphasized that supportive leadership, mentoring, and instructional supervision are positively linked to teachers' performance and professional growth (Reyes & Santos, 2024). Another study found that strong leadership practices enhance teacher morale and motivation, thereby improving teaching outcomes (Garcia, 2023).

In response to national standards, the Department of Education (DepEd) Order No. 32, s. In 2010, the National Competency-Based Standards for School Heads (NCBSSH) were institutionalized, which defines the expected domains of school leadership and administrative competence. These standards provide a framework for evaluating school heads' competencies in relation to school performance outcomes.

Despite the growing body of literature, most studies have focused on student achievement or general school effectiveness, with limited emphasis on teachers' performance as a dependent variable. Furthermore, while international and national studies provide strong evidence of associations between leadership and teacher outcomes, there is still a lack of localized empirical evidence within specific divisions, particularly in Cluster III of the Division of Bacolod City.

In this context, school heads face increasing demands for instructional supervision, administrative management, and teacher support. However, there is limited empirical evidence establishing whether their administrative and leadership competencies are significantly associated with teachers' performance in this specific setting. This gap highlights the need for localized research that reflects the actual conditions of schools in the division.

Addressing this gap, the present study examines the relationship between school heads' administrative and leadership skills and teachers' performance during the 2025-2026 school year. Grounded in established leadership theories, the study provides localized evidence that may contribute to leadership development and contextualized school improvement initiatives. The findings will serve as a basis for developing leadership enhancement and capacity-building programs that support teacher effectiveness and improve performance through collaborative development. Using a descriptive-correlational research design, the study aims to determine whether a significant relationship exists between the two variables. The findings may provide empirical evidence that can inform leadership development programs and school improvement initiatives within the local context.

FRAMEWORK

This study is anchored on Instructional Leadership Theory and Transformational Leadership Theory, which provide complementary lenses for understanding the relationship between the school heads' leadership competencies and teachers' performance in a school context.

The study is primarily grounded in Instructional Leadership theory developed by Philip Hallinger and Murphy (1985). Instructional leadership theory posits that school heads support teachers' performance by providing clear goals, monitoring instruction, and promoting professional development. In this framework, leadership practices influence teachers' professional behavior, which may in turn affect learner outcomes and overall school effectiveness.

Instructional leadership highlights that school heads play a central role in guiding teachers. These dimensions describe leadership practices that are commonly associated with school improvement processes and are reflected in the National Competency-Based Standards for School Heads (NCBSSH).

This study is also supported by Transformational Leadership Theory, proposed by James McGregor Burns (1978) and further developed by Bass (1985). In the school setting, transformational leadership is associated with higher levels of teacher commitment, collaboration, and professional growth.

Together, these theories support the study's assumption that the administrative and leadership skills of school heads create organizational and professional conditions associated with teachers' performance.

METHODS

This study employed a quantitative, descriptive-correlational research design to describe the domains of the National Competency-Based Standards for School Heads (NCBSSH) as practiced by the school heads of Cluster III, Division of Bacolod City.

A quantitative, descriptive –correlational research design is appropriate for this study because it aims to measure, describe, and examine the relationship between school heads' administrative and leadership skills and teachers' performance without manipulating any variables. The quantitative approach was appropriate, as the study collected numerical data through survey questionnaires and teachers' performance ratings, which were analyzed using statistical tools. The descriptive method was used to determine the current levels of school heads' administrative and leadership skills and the present performance of teachers in the school setting. Furthermore, the correlational design was utilized to determine whether a significant relationship exists between school heads' administrative and leadership skills and teachers' performance. This design is suitable because it allows the researcher to analyze existing conditions and determine the degree of association between the variables in their natural environment.

The level of the school heads' competence was determined by assessing their Administrative and Leadership Skills, specifically the seven (7) essential and significant domains, which served as one of the bases for evaluation and monitoring during instructional supervision, based on the National Competency-Based Standards for School Heads (NCBSSH). The following domains were identified: School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resource Management and Professional Development, Parent and Involvement and Community Partnership, School Management and Operations, Personal and Professional Attributes, and Interpersonal Effectiveness. The correlational component examined the relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the gathered data regarding the statement of the problem. This is the order of the presentation of this investigation.

Table 1 Teachers' Perceptions of School Heads' Administrative and Leadership Skills Across Key Domains

	Mean	Interpretation	SD
I.School Leadership	4.26	At All Times	0.663
Instructional Leadership	4.23	At All Times	0.611
Creating a Student-Centered Learning Climate	4.37	At All Times	0.622
Human Resource Management and Professional Development	4.23	At All Times	0.721
Parents' Involvement and Community Partnership	4.33	At All Times	0.718
School Management and Operations	4.15	Most of the Time	0.792
Personnel and Professional Attributes and Interpersonal Effectiveness	4.21	At All Times	0.792

The assessment of school heads' administrative and leadership skills across seven domains reveals consistently high proficiency. The domain of Creating a Student-Centered Learning Climate received the highest mean score ($M=4.37$, $SD=0.622$), followed by Parents' Involvement and Community Partnership ($M=4.33$, $SD=0.718$) and School Leadership ($M=4.26$, $SD=0.663$).

Other domains, including Instructional Leadership ($M=4.23$), Human Resource Management ($M=4.23$), Personnel Attributes ($M=4.21$), and School Management and Operations ($M=4.15$), also reflected strong performance.

The findings support Hallinger's (2021) assertion that effective instructional leadership is reflected in the creation of positive learning environments and collaborative school cultures. The high ratings across the domains suggest that school heads in Cluster III are perceived as demonstrating competencies aligned with the NCBSSH framework.

Table 2 The performance rating of the teachers

Performance Rating	Mean	Interpretation	SD
Teachers	4.53	Outstanding	0.285

The data indicate a high level of professional competence among teachers, with a performance rating mean of 4.53 ($SD=0.285$).

The high mean score for teachers reflects the rigorous standards and professional development programs implemented within the Department of Education. The findings support Burns' Transformational Leadership Theory, which highlights the value of shared vision, professional commitment, and collaborative relationships within organizations. These leadership practices are commonly associated with positive professional behaviors among teachers.

Table 3 Significant relationship between the school head's administrative and instructional leadership skills and the teachers' performance

Variable		SH Administrative & Instructional Leadership Skills
Teachers' Performance	Spearman's rho	0.049
	p-value	0.436

The correlation analysis between school heads' administrative and instructional leadership skills and teachers' performance yielded a Spearman's rho of 0.049 ($p\text{-value} = 0.436$).

The results revealed a negligible, non-significant positive correlation between school heads' administrative and leadership skills and teachers' performance. This result indicates that, based on the data gathered, no significant relationship was found between school heads' administrative and leadership skills and teachers' performance in this study.

The result may be interpreted alongside the instructional leadership framework of Hallinger and Murphy (1985), which emphasizes leadership dimensions such as defining the school mission, managing instructional programs, and promoting a supportive school learning climate. In this study, the absence of a significant relationship suggests that these leadership dimensions, as perceived by respondents, appear to be independent of the observed variation in teachers' performance ratings.

Similarly, Burns' (1978) Transformational Leadership Theory highlights leadership grounded in shared vision, professional commitment, and collaborative relationships within organizations.

The present findings indicate that the non-significant result suggests that the leadership elements perceived in the school setting are not statistically associated with differences in teachers' performance levels.

School management may consider strengthening a culture of autonomy, with school heads serving as facilitators of resources and professional development rather than focusing on direct supervision of classroom instructional practices. The study revealed a non-significant relationship; hence, teachers' performance may be influenced by other factors not included in this study, such as teaching experience, workload, and school climate.

CONCLUSION

Based on the findings of the study, school heads in Cluster III, Division of Bacolod City, were perceived to exhibit a high level of administrative and leadership skills across the domains of school leadership, instructional leadership, student-centered learning climate, human resource management, parents' involvement and community partnership, school management and operations, and personal and professional attributes and interpersonal effectiveness. Likewise, teachers demonstrated outstanding performance, as reflected in their IPCRF ratings.

The results further indicate that the relationship between school heads' administrative and leadership skills and teachers' performance was very weak and not statistically significant. This suggests that, within the context of this study, variations in teachers' performance ratings were not associated with school heads' perceived administrative and leadership skills. Therefore, the null hypothesis stating that there is no significant relationship between school heads' administrative and leadership skills and teachers' performance is accepted.

Based on these findings, it is concluded that there is no significant relationship between school heads' administrative and leadership skills and teachers' performance in this study.

RECOMMENDATIONS

Since the results revealed that school heads were perceived to possess strong administrative and leadership skills, it is recommended that existing leadership and management practices be maintained and continuously monitored to sustain current levels of performance.

The findings encourage district supervisors to develop division-wide Professional Learning Communities (PLCs) that promote cross-school collaboration and the sharing of best teaching practices. They may utilize the results of this study as a basis for strengthening leadership development programs, mentoring systems, and monitoring frameworks across schools.

School heads are encouraged to apply the findings of this study to strengthen both administrative and instructional leadership practices. Effective leadership styles, particularly participative and authentic leadership, positively influence teachers' attitudes toward parental involvement and school improvement initiatives (Barth & Tsemach, 2025). Moreover, leadership plays a crucial role in supporting teachers' professional growth and enhancing instructional practices (Esguerra & Quinito, 2025). Therefore, school heads may further promote collaborative decision-making, strengthen classroom supervision, and expand professional learning opportunities to foster a supportive school climate and improve learners' academic outcomes.

Since teachers were found to have outstanding performance ratings, it is recommended that they continue maintaining their current level of performance as reflected in their Individual Performance Commitment and Review Form (IPCRF) results. Participation in performance monitoring activities and professional development programs should also be sustained to ensure consistency and continuous improvement in instructional practices.

Future researchers are encouraged to build upon the findings of this study by exploring additional variables that may influence school performance, teacher competence, and learners' academic achievement. Future investigations may examine other dimensions of leadership, such as distributed leadership and digital leadership, to provide a broader understanding of leadership effectiveness in the context of 21st-century education.

Researchers may also consider employing mixed-methods or longitudinal research designs to gain deeper insights into the relationships among leadership practices, teacher performance, and learner outcomes

The researcher recommends disseminating the findings through school and district-level presentations, seminars, and professional development activities to inform and enhance leadership practices. A proposed intervention program may also be developed to strengthen teacher collaboration, professional growth, and positive school culture.

Finally, future initiatives should adopt a holistic approach to evaluating school leadership by considering enabling factors such as school climate, teacher morale, community involvement, and resource availability. Further research is recommended to examine mediating variables that may affect teachers' performance, including socioeconomic support, access to learning resources, and student motivation. These measures may help ensure that leadership practices, teacher performance, and learner achievement are more effectively aligned toward the improvement of educational outcomes.

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