

Essentializing The School Heads Multi - Faceted Management Skills and Work Capability Towards Teachers' Performance

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Abstract- This research determined the management skills and quality of work towards teachers' performance among the school heads of Bohol Division, Bohol during school year 2024-2025 as bases for administration and supervision essentials development plan. There were eleven (11) total respondents the study. There are five (5) parts of the research questionnaire in the study to determine the profile of all employees with their levels of management skills, and quality of work and teacher's performance. On the the level of management skills of the administrators, it is reflected that administrators display a very strong skills in planning, decision making supervision, staffing organizing and controlling. On the level of quality of work of school heads as to working conditions school heads perceive as highly favorable. On the homework interface the school heads maintain a strong balance from home and work life. As to the teachers' performance level of capability as to content knowledge in the instruction domains in terms of content knowledge the teachers possess a high level of capability. On the significant relationship as to Correlation Between the Profile of School Heads and Their Level of Management Skills, there are significant relationships between specific profile variables and management skills among school heads. Educational background, experience, and performance evaluations collectively shape the management efficacy of school heads. On Level of Management Skills as to Correlation Between School Heads' Management Skills and Quality of Work highlights that several components of management skills have significant relationships with specific aspects of work quality. teachers' Performance Level and Capability as to Correlation Between School Heads' Management Essentials and Teachers' Performance. There were no statistically significant relationships between school heads' management essentials and teachers' performance across all dimensions. In the light of the findings, it is recommended that the output of the study must be implemented.

Keywords: Development Education, Influence of School Administrators' Multi-Faceted Management, Teacher Performance, Descriptive Design, Bohol, Philippines.

I. INTRODUCTION

Rationale of the Study

Managerial skills are crucial for individuals in leadership positions, as they play a pivotal role in ensuring the success and efficiency of an organization or team. Effective managers possess a multitude of skills that allow them to effectively lead and guide their team towards achieving set goals. Furthermore, effective managers are adept at delegation, recognizing the strengths and weaknesses of their team members and assigning tasks accordingly. Delegation not only empowers team members but also ensures that work is distributed efficiently and effectively. Finally, good managers are skilled at motivating and inspiring their team, creating a positive and productive work environment. By recognizing and rewarding achievements, providing support and guidance, and fostering a sense of camaraderie, (Ms. Yuvrani Suryakant Chandekar et.al. 2023). In the study "Impact of managerial skills on employees and organization's performance". School administrators play a vital role in the success of educational institutions. They are the backbone of daily operations, ensuring that students receive a quality education in a safe and supportive environment. From principals to assistant principals, these leaders manage school staff, develop and implement policies, and allocate resources to enhance student learning. Effective school administrators are not just managers but skilled leaders with strong communication and interpersonal skills. They possess emotional intelligence and strategic thinking, enabling them

to build and maintain relationships with teachers, students, parents, and the broader community. Their commitment to promoting student achievement and well-being is unwavering, Orah Team, 2024.

Employee well-being contributes to their productivity and performance. Poor employee well-being contributes to high conflict, violence, low productivity, and low performance in the workplace (Zhou et al., 2020). Organizations hope to achieve better performance by ensuring that the employees' well-being is taken care of. Managers can promote a healthy culture to prevent a toxic working environment that negatively impacts employee well-being, engagement, and productivity (Rasool et al., 2021). Employees with such resources have better levels of well-being and consequently perform better. The way in which managers interact with employees influences their well-being, and in turn influences their performance levels. The existing literature also emphasizes the need for achieving work-life balance to enjoy better performance. An individual's perceived work-life balance influences their work 12 commitment and performance levels (Wong et al., 2021). Managers struggle to balance their employees' work engagement and work-life balance (Wood et al., 2020). Organizations that overemphasize work engagement run the risk of having employees with poor work-life balance. Such employees have low performance. However, organizations that prioritize employees' work-life balance may fail to meet their performance standards.

In our locality, there are problems encountered and experienced by the administrators. As one of the administrators, the researcher is motivated to conduct this study and determine which of these problems are existing and what administrators qualities are being possessed that relates or contributes to the quality work.

Theoretical Background

This study is premised on the Theory on Fayol's Administrative Management Theory in 2012. Fayol thought that his principles would be useful to all types of managers. He truly advocated the notion that if a manager wants to be successful, he only needs a certain set of management principles. If a manager

climbed the corporate ladder and reached higher positions, this managers provide in planning, organizing, leading and controlling is an essential responsibility in any business. A manager must organize these functions in order to reach company goals and maintain a competitive advantage. Outing these plans into action requires forming groups as underlings must be directed by control. In order for these practices to succeed in an operational manner, an understanding must be reached concerning the basics in which these practices are in relationship to the business structure. (Bateman, Snell, 2007). Planning is the first tool of the four functions in the management process. The difference between a successful and unsuccessful manager lies within the planning procedure. Planning is the logical thinking through goals and making the decision as to employees is a continual process that takes place regularly within the company. (Allen, G., 2000).

The five functions of management planning, decision-making, organizing, leading and controlling, assume a great worth in the success of any business every day. (Bateman, Snell, 2007). In all organizations, each employee's individual contribution to the success of the company is of enormous importance as the company's goals would not be met and success would not be reached. Even with room for improvement. Wyeth has the appropriate functions of management is position to be a long-term success.

Another theory of performance supports in this study. The Bacon's theory of performance of teachers 2001 which states that the teaching performance of the teachers depends on the instructional competence as reflected by the performance rating after training and professional development programs. The Theory of Performance defines the core components of a performance as identity, learning skills, knowledge, context, personal factors, and fixed factors. This theory provides the basis for analyzing performance, defining performance criteria, and developing meaningful performance measures.

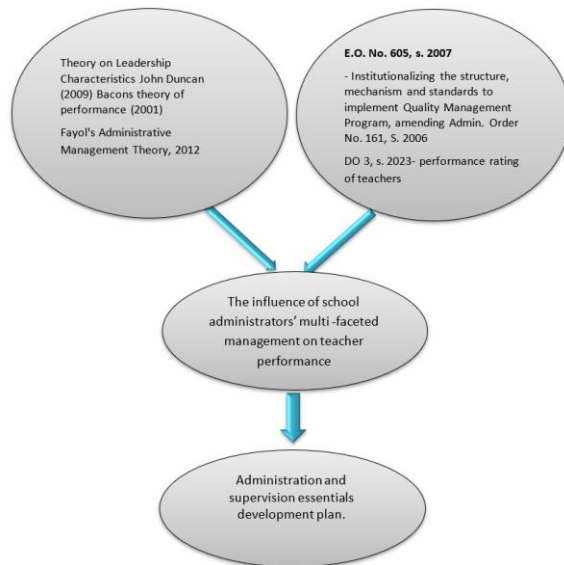


Figure 1 Theoretical Framework of the Study

The establishment of QMS in DepEd is expected to enhance people capacity, internal systems, and processes resulting in efficient and effective delivery of basic education services. It shall cover DepEd's core processes, management and support processes, and shall be a coordinated and shared responsibility across all governance levels, pursuant to Executive Order (E.O.) No. 605, s. 2007, entitled "Institutionalizing the Structure, Mechanisms, and Standards to Implement the Government Quality Management Program (GQMP)."

In 2023, DepEd (Department of Education) Order No. 007, s. 2023, focused on the recruitment, selection, and appointment of personnel, emphasizing competency-based practices aligned with the Philippine Professional Standards for Teachers (PPST). DepEd Memorandum No. 008, s. 2023, provided multi-year guidelines for the Results-Based Performance Management System (RPMS) for teachers, covering 37 PPST indicators.

THE PROBLEM

Statement of the Problem

This research determined the school heads management skills and quality of work and teachers performance elementary school, Sevilla District, Bohol Division, Bohol, during School Year 2024-

2025 as bases for administration and supervision essentials development program.

Specifically, this study sought to answer to the following queries.

1. What is the profile of the respondent groups in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 civil status;
 - 1.4 highest educational attainments;
 - 1.5 length of service;
 - 1.6 performance rating, and
 - 1.7 relevant trainings and seminars attended?

2. As perceived by the respondent groups, what is the level of management skills of the school heads in terms of:
 - 2.1 planning;
 - 2.2 decision-making;
 - 2.3 supervision;
 - 2.4 staffing;
 - 2.5 organizing, and
 - 2.6 controlling?

3. As perceived by the respondent groups, what is the level of quality of work of school heads in terms of:
 - 3.1 working conditions;
 - 3.2 job Satisfaction;
 - 3.3 general well-being;
 - 3.4 control at work, and
 - 3.5 homework interface?

4. As rated by the respondent groups, what is the level of teachers' performance in terms of the following instruction domains?
 - 4.1 content knowledge and pedagogy;
 - 4.2 learning environment and diversity of learners;
 - 4.3 curriculum and planning, and
 - 4.4 assessment and reporting?

5. Is there a significant relationship between the following:
 - 4.1 profile of school heads and level of management skills;
 - 4.2 school heads management skills and quality of work of school heads?
 - 4.3 school heads management essentials and teachers' performance?

6. What are the challenges and barriers encountered in the school heads management skills, quality of work and teachers performance?

7. Based in the findings of the study, what administration and supervision essentials development program can be designed?

Statement of Null Hypotheses

Ho1. There is no significant relationship between the following:

- profile of school heads and level of management skills;
- school heads management skills and quality of work of school heads;
- school heads management essentials and teachers' performance;

Significance of the Study

The importance of the study was primarily to familiarize the school heads regard to their attributes, management skills and quality works of school heads". The result of this study benefited the following:

DepEd Officials. This was absolutely molding of minds so as to come up with comprehensive plans and ultimate steps in the execution of educational programs and projects for the benefit of students.

Principals. Gained supplementary evidence in understanding individual's qualities which aided the organization to hire and retain very inspired teachers. School principal was in persistent acquaintance to different pressures both internal and external had to constantly evaluated own as guide in accomplishing his/her duty.

Teachers. In a way their earnestness, uprightness and devotion to the school they were serving become productive; that the character attributes deeply internalized strong tool as they perform their duties and responsibilities towards school performance.

Community. Served and gave intuition to teachers in teaching relative to school principals' management skills towards school performance.

The Researcher. Benefited from the findings of this study and use as reference to improve his knowledge and skills on the managerial leadership style.

Future researchers. This study served to conduct another related study to another locale.

RESEARCH METHODOLOGY

This section presented the research design, research environment, respondents of the study, instrumentation, data gathering and procedure and data analysis.

Design

The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research made used of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative data collection methods were entered on the quantification of relationships between variables. Quantitative data gathering instruments established relationship between measured variables. When these methods were used, the researcher was usually detached from the study and the final output was context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena. It drawn on an inductive process in which themes and categories emerged through analysis or data collected by such techniques such as interviews. Samples were usually small and often purposively selected. Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

Flow of the Study

The research flow input-process-output, which served as the structure and guide for the direction of the study. The inputs of the study were related the information as regards to the level of management skills subjects as perceived by research respondents, the level of quality of work, teachers performance as perceived by research respondents among the selected administrators of Bohol.

The process of this study included the following to determine the management skills and quality of work towards teachers performance among the schools heads of Bohol Division determined the management skills and quality of work and the performance of teachers of the select schools among the school heads of Bohol Division, Bohol. It included the administration of the questionnaire, validating the data, presenting the data including the statistical treatment thereof and analysis and interpretation of data.

Output of the study included the administration and supervision essentials development program.

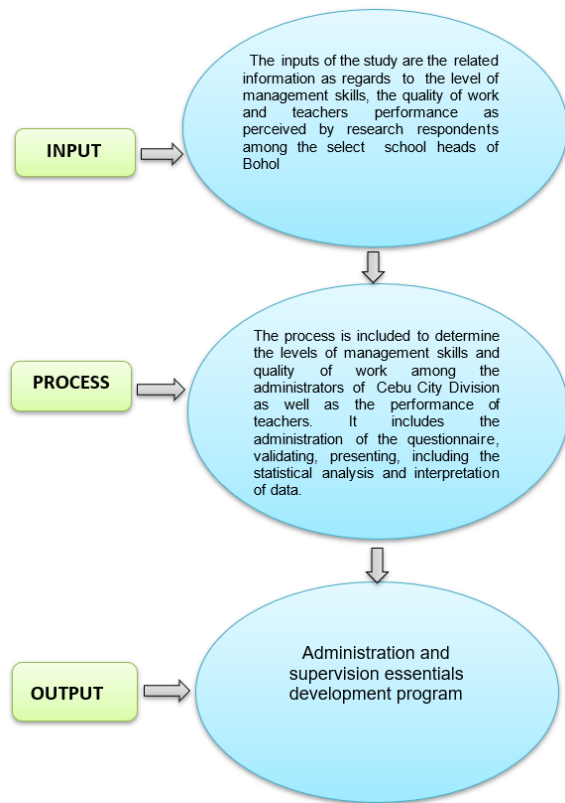


Figure 2 Flow of the Study

Environment

Cabancalan was a barrio in the Sevilla Municipality. The school occupies 350 square meters and is accessible by land transportation because it is located about 3 kilometers from the town center.

The school was managed by Mrs. Arlen D. Maluya, the school head, who was in charge of both its strategic direction and daily operations. Cabancalan Primary

School currently has three (3) teachers, one (1) support staff member, and forty-six (46) students.

The institution has one makeshift kindergarten room and two regular multigrade classrooms. Adapt the design to the educational requirements of the institution. Every classroom has a smart television, which integrates the latest technology into the curriculum to improve teaching and learning. A more dynamic and captivating learning environment is made possible by this set up.

Even though the school was small, its technical resources and accessibility let it provided high-quality instruction. Modern teaching resources, a small but effective infrastructure, and a dedicated leadership make Cabancalan Primary School a valuable educational resource in the community.

Calinginan Sur Primary School was established in 1994 situated in Calinginan Sur, Sevilla, Bohol. It is 3 kilometers away from the proper town and 48 kilometers from the the heart of the city. It is a multigrade school offering from Kindergarten to Grade IV headed by the School Head Mrs. Charlyn S. Morales.

At present, Calinginan Sur Primary School had a population of only 31 learners with 2, two (2) classrooms, two (2) teachers and one (1) Administrative Aid funded by school MOOE.

Established in 1993, Guinob-an Primary School was located at Purok Centro, Guinob-an, Sevilla, Bohol. It is three kilometers from the town center and is situated alongside the highway.

There were three classrooms of the school. The cluster leader, Mrs. Janet T. Cutin, was currently in charge of managing it. There was a kindergarten teacher, a master teacher for the first and second grades, and a school in charge handling the third and fourth grades. Due to its proximity to two large institutions, enrollment has always been a problem since it was founded. There were currently 35 students enrolled. Four kindergarten students, seven first-graders, four second-graders, ten third-graders, and ten fourth-graders.

Because of the small population, teachers were able to provide each student individualized attention, and everyone has the chance to take part in all school events. The school had fostered intelligence and good talent. The school had fostered intelligence and good talent. Everyone had benefited from its small population as it always served as a location for charitable events. Many generous individuals, organizations, and even foreigners stopped by to donate students school materials and other items. Additionally, the school budget is sufficient to meet its needs. Parents, community members, and stakeholders are invited to get involved, especially in larger events that foster collaboration and camaraderie.

Instruments

There were five (5) parts of the research questionnaire in the study to determine the profile of all employees with their levels of management skills, and quality of work and teachers performance.

Part I pertained to the profile of all employees in terms of age, sex, civil status, religion, highest educational attainment, average monthly income, length of service as employees, positions and number of seminars and trainings attended related to management skills , quality of work and performance of teachers .

Part II was the management planning which comprise twenty five (25) statements with five (5) stated statements in planning, five (5) stated statements in decision-making, five (5) stated statement in supervision, five (5) stated statements in staffing, five (5) stated statements in organizing and (5) stated statements in controlling to be rated by the research participants for the level of management skills by Fayol in 2012 For the level of management skills of top and middle level managers, the parametric scale below was used. RANGE CATEGORIES INTERPRETATION Very High 3.26 - 4.00 Strongly Agree 2.51 - 3.25 Agree High 1.76 - 2.50 Disagree Low 1.00 -1.75 Strongly Disagree Very Low Part IV comprised twenty (25) statements with five (5) stated statements in working condition, five (5) stated statements in job satisfaction, five (5) stated statements in general-well being, five (5) stated statements in stress at work and control at work and five (5) stated statement in Homework Interface which will be rated by the research participants for the level of quality of work by Rogers and Smith (2006). This is being followed by the teachers' performance. This tool is being utilized by DEPED . The last entailed the research respondents to answer the qualitative part of the study with regards to the management skills, quality of work of administrators/employees and their development plan.

Part III was teachers' performance level of teachers capability in terms of the following instruction domains content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. This is being

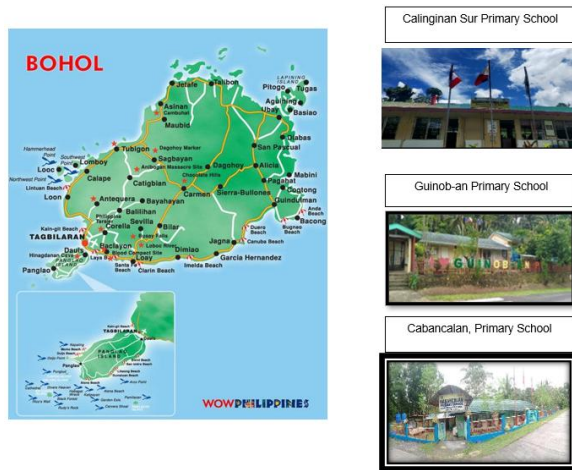


Figure 3 Location Map for the Research Site Environment

Respondents

There were eleven (11) total respondents headed by three females principal for each school and eight (8) total teaching staff of the three (3) selected public schools of Bohol Division.

Displayed below is the school and the number of respondents involved in this study.

Table 1 Distribution of Respondents

NAME OF SCHOOL	GROUPS OF RESPONDENTS				Total	Percent (%)
	Principal		Teaching Staff			
	M	F	M	F		
Cabancalan, Primary School	0	1	0	3	4	36.36
Calinginan Sur Primary School	0	1	0	2	3	27.28
Guinob-an Primary School	0	1	0	3	4	36.36
TOTAL	0	3	0	8	11	100.00

followed by the a self-constructed interview guide was used for each focus group discussion (FGD) interview. In the interview guide, questions and prompts used to explore the interviewees' perception on the needed seminars for teachers. Each interview was conducted by candidate herself.

Data Gathering Procedure

Before the actual gathering of data took place, a letter of intent for the study was sent to the principal. It significantly asked the assistance and cooperation of the co-administrators or school heads to derive a desirable outcome of the study.

An approval for the conduct of the survey was also secured from the adviser, dean of the graduate school and select school heads/principals.

Subsequently, the tool personally was to be administered so that questions were entertained and items which were not clear with the respondents was explained to ensure cooperation throughout the study. After which, the data were collated, tallied, and subjected to statistical analysis for further interpretation of data.

On the other hand, the teachers were scheduled for personal interviews depending upon their availability and the time and place where they were convenient. Interviews and discussions were primarily the main source of information. This study made use of observations, in-depth interviews, discussions. The interview begun with an explanation of the purpose of the study, building rapport, gathering demographic information, and having participants who willingly undergone the interview. Data were collected with the used of the interview guide. Each interview started with a broad question. Probing questions for elaboration were asked like showing what they mean, telling more about the situation and by giving examples.

The length of interviews depended on the participant's interest in elaborating on their experiences. Participants were given the freedom to discussed the experiences how they felt were relevant to the study.

Statistical Treatment of Data

The data were statistically treated using both descriptive and inferential statistics. These included the following: weighted mean, arithmetic mean, and rates and ratios, Pearson r, eta correlation, and single analysis of variance.

Weighted Mean. The weighted mean was used to measure the level of principal or school heads management skills and the level of quality of work. The weighted means based on the rating scale used in the questionnaire are interpreted as follows:

For the school heads management and quality of work, the following were the descriptions corresponding to the weighted means range. The researcher categorized the extent of school heads management and quality of work into five, which was based on the 5-point Likert scale.

Scale	Mean Range	Interpretation
5	4.50 – 5.00	Very Good
4	3.50 – 4.49	Good
3	2.50 – 3.49	Moderate
2	1.50 – 2.49	Fair
1	Below 1.49	Poor

Pearson r. This was used to determine the relationship between the interval data (e.g. age and management skills).

Eta Correlation. This is used to determine the relationship between nominal data and interval or ratio data (e.g. sex and management skills).

Analysis of Variance (ANOVA). This is used to determine the differences among the schools under study in terms of management essentials and teachers performance.

Testing the Null hypotheses. The hypotheses are tested at the .05 level of significance (alpha level). For this purpose, the Statistical Package for Social Sciences (SPSS) was used. The null hypothesis is rejected if the p-value corresponding to the test statistics was lesser than the alpha value of .05; otherwise, it is accepted.

Scoring Procedure

I. PARAMETER LIMITS ON THE LEVEL OF MANAGEMENT SKILLS OF THE SCHOOL HEADS

SCALE	RANGE	DESCRIPTION
4	3.26 - 4.00	Strongly Agree
3	2.51 - 3.25	Agree
2	1.76 - 2.50	Disagree
1	1.00 - 1.75	Strongly Disagree

II. PARAMETER LIMITS ON THE LEVEL OF QUALITY OF WORK OF SCHOOL HEADS

SCALE	RANGE	DESCRIPTION
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

III. PARAMETER LIMITS ON THE PERFORMANCE LEVEL OF TEACHERS CAPABILITY

SCALE	RANGE	RESPONSE CATEGORY
4	3.26 – 4.00	Very High
3	2.51 – 3.25	High
2	1.76 – 2.50	Moderate
1	1.00 – 1.75	Low

DEFINITION OF TERMS

To facilitate better understanding of the terms used in this study, the following are defined operationally:

Descriptive Design – It is a strategy that teaches the concepts behind context specific vocabulary by using high-frequency, reusable, common words.

Development Education - It is an educational process aimed at increasing awareness and understanding of

the rapidly changing, interdependent and unequal world in which we live.

Level of Management Skills - refers to the skills of school leaders and managers' characteristics pertaining to his/her job knowledge and management skills in the department in terms of planning, decision-making, organizing, staffing, and supervisory.

Planning – It is the function of management that involves setting objectives and determining a course of action for achieving those objectives.

Decision-making – It is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.

Supervision - Supervision is the act or function of overseeing something or somebody. A person who performs supervision is a "supervisor", but does not always have the formal title of supervisor.

Staffing - refers to the continuous process of finding, selecting evaluating and developing a working relationship with current or future employees.

Organizing – Refers to the function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives.

Controlling – Refers to the function of management which helps to seek planned results from the subordinates, managers and at all levels of an organization.

Level of Quality of Work - refers to the level of their working condition and job satisfaction of school leaders and managers.

Working Conditions - Refers to the working environment in which one works, as influenced by factors such as working hours, physical aspects, legal rights and responsibilities etc.

Job Satisfaction – Refers to the level of contentment employees feel with their job. This goes beyond their daily duties to cover satisfaction with team

members/managers, satisfaction with organizational policies, and the impact of their job on employees' personal lives.

General-well being – It can be described as judging life positively and feeling good

Control at Work – Refers to the system of safety management that acts as a gate for the workplace, ensuring that hazardous job tasks don't take place .

Home-work interface – It allows employees to maintain control over work and home demands.

Performance. the action or process of carrying out or accomplishing an action, task, or function.

School performance. These are the academic performance that serves as the measurement of student achievement across various academic subjects.

Content knowledge and pedagogy. . Pedagogical content knowledge is a type of knowledge that is unique to teachers and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach).

Learning environment and diversity of learners. it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings and diversity of learners include children and students of all abilities from racially, ethnically, culturally, and linguistically diverse communities and backgrounds.

Curriculum and planning. It is a complex process where faculty define intended learning outcomes, assessments, content and pedagogic requirements necessary for student success across an entire curriculum.

Assessment and reporting. Combine to support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement.

Managerial Development Program - refers to the output of the study formulated based on the results of the levels of leadership characteristics, management skills and quality of work among the administrators of Cebu city Division.

Perceived Factors - are hindrances or facilitators of the management skills, and quality of work among school leaders and managers, as well as the teachers performance.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presented the related literature and studies that correlate to the current research works. Information established in this study could give the readers ideas why this investigation is significant. To link the ideas and information borrowed from different authorities a clincher is provided.

Related Literature

A limited number of studies related to school agility were found in the literature, and in one of these studies, school agility was found to be a significant predictor of school effectiveness. (Atmaca, 2021). In a study conducted at the higher education level, the organizational agility perceptions of academic and administrative staff were described (Gözcü, 2020; Öksüz-Gül, 2020). In another study, a school agility scale was developed (Kaya & Özdemir, 2022). Apart from these studies, there is no empirical study on educational organizations. It is thought that organizational agility is a very important feature for schools trying to exist in a continuous and rapid change, and therefore, studies related to school agility should be increased.

the Department of Education commits itself to support school heads so they can better perform their roles in schools, including the enhancement of teacher quality and learner achievement by issuing DepEd Order No. 24, s. 2020 regarding “National Adoption and Implementation of the Philippine Professional Standards for School Heads”. This aims to give school leaders clear career prospects along well-defined

professional development phases from beginning to exemplary practice, involve the principals to actively uphold a continuing determination to attain high levels of proficiency and give development needs, and facilitate uniform assessment of the performance.

School heads cannot just go back to the educational leadership practices they apply in the former period of certainty, stillness, and predictability. Harris and Jones (2020). Being a leader in perturbing periods means being able to chart different water and move in a new direction amid ambiguities (Chapay, 2021). The Department of Education (2020) also acknowledged the important position of the school heads in the continuity of education amidst the COVID-19 crisis. It asserted its obligation to giving professional development to school heads. They were trained to carry out the adoption of an array of learning delivery prototypes based on their preparedness, resources, and plans. They were given an opportunity to be familiar with the range of learning delivery prototypes they can employ depending on the capacity and situation of the community they are located. They were capacitated to lead the continuity of education amid the crisis. However, despite such efforts to assist school heads lead education during difficult times, educational leadership at present is fraught with many challenges. School heads often encounter problems such as budget shortage and social divides (Kruse et al., 2020) to which they may not necessarily know the best solution.

Managerial ability affects knowledge acquisition and innovation, leading to improved firm performance and productivity (Duan et al., Citation2022; Neamah et al., Citation2022; Kasongo et al., Citation2023). The underlying objective of every business is to improve the effectiveness and outcomes of the organization; however, prior literature signifies the role of competent leadership, effective management, and productive staff. Prior literature indicates the role of managerial skills and competencies in addressing organizational concerns about performance and productivity (Murphy, Citation2020). The principal in each education unit is the main key in improving the quality of education and empowering all existing resources in the school environment starting from educators and education staff, parents, students, committees and the community in order to achieve the

vision, mission, goals and objectives of education . Principal's leadership ability through administration, management, and leadership activities. The principal as a supervisor has the functions of supervising, developing, evaluating, and seeking ideas and innovations in the overall implementation of the school's environmental education he leads. It is not easy and success is not necessarily as expected. The principal also has a function as a manager who requires planning, organizing, implementing, leading and trying to control members and empowering the potential of the organization in achieving goals (Mulyasa, 2012, in Qistiyah and Karwanto 2020). Principal leadership is not in the form of directives alone, but emphasizes giving motivation as a trigger that inspires teachers so that the initiative and development of teacher creativity optimally increases performance. Teachers are required to innovate in academic and pedagogic skills. Thus, the role of the school principal as an educational leader requires development because it indirectly influences teacher activities so that there is an increase in teacher performance (Qistiyah and Karwanto 2020). The principal has a very complex role. In addition to playing a role in managing the school to be effective and efficient, principals in particular must also be able to improve teacher performance.

The International Association for Technology in Education, known as ISTE, has developed several standards in the United States for education administrators to become technology leaders. According to these standards, school administrators should adopt the principle of equality of teachers and students in accessing technology, and strongly emphasize the importance of safe, ethical and legal technology use. School administrators should act as visionary planners and ensure that technology is used in schools to increase student success. In addition, principals and assistants should establish teams to create and maintain a technology culture at school and keep up with changes and trainings in the field of technology (Çoban, 2021).

Carrying out educational objectives involves the role of the principal and teachers in carrying out their duties (Riani & Ain, 2022). As a formal educational institution, the school is also a place to carry out the teaching and learning process, involving the principal,

teachers and students (Winarno et al., 2021). The function of the school is not only to provide knowledge to students, but to develop teacher work performance in improving the teaching and learning process. In carrying out activities at school, of course, there are differences between one teacher and another. Teachers are one of the most important components in moving an educational institution such as a madrasah (Utu, 2021; Nugroho et al., 2023). Teachers are also required to be professional in carrying out their duties as teachers (Muhayat, 2019; Wardani & Izhar, 2023). To realize the goals of national education listed in NRI Law number 14 of 2005, a teacher must have performance that is in accordance with the basic abilities of a teacher. Performance is that performance is defined as an expression of progress based on knowledge, attitudes, skills and motivation in producing a job (Pitriyani, 2023). Teacher performance is the teacher's attitude when performing the duties of the educator and when the teacher teaches in front of the class with certain criteria (Ridwan, 2021). Basic abilities or teacher performance consist of the ability to plan lessons; the ability to manage teaching and learning programs, the ability to manage classes, the ability to use learning media / resources; the ability to manage teaching and learning interactions; able to carry out student learning evaluations (Muhsin, 2021). The success of the teacher's performance in his work is because he has the ability and skills for it, and the interactive relationship of various aspects in work (Jaliah et al., 2020). Such as tools, methods or ways of working, relationships with colleagues, and others. Teacher performance can be influenced by several variables that can influence it, including the following, namely: work ethic, religious understanding, work discipline, worship experience, work motivation, training, work planning, school leadership, school culture, and professionalism at work (Selvia et al., 2021). Teacher performance as a reference material to see whether the teacher has carried out his duties well (Irawan, 2021; Zakariyah et al., 2023). Teacher performance is the ability of a teacher to carry out learning tasks in schools/ madrasah and be responsible for students under his guidance by increasing student achievement (Rostini et al., 2022; Wahyudin et al., 2023). The function of academic supervision is an effort to improve as a continuous process and is carried out continuously (Saihu, 2020). The purpose of teaching supervision is

to help teachers clearly improve their own abilities to achieve the learning goals that have been set for their students (Karim et al., 2021). An important emphasis of the purpose of this teaching supervision is to ensure the teaching and learning process, curriculum development in learning, and the development of quality personnel (M. Ngole & Gerold Mkulu, 2021). The role of the principal's academic supervision and teacher professionalism in schools is very large, because the supervision carried out by the principal continuously and continuously can improve the quality of learning which in turn can improve the quality of education in Junior High School in 5 Ledo. Academic supervision is the basis or basis for professional supervision activities, which is a study is the system of providing assistance carried out by school principals to improve teachers' professional abilities, so that teachers become more capable in handling the main task of learning their students (Arifin, 2022; Shofwan et al., 2023). Such as teacher work competence, productivity at work, improving educational services, improving the quality of human resources, discipline at work (Muspawi, 2021).

Related Studies

In the research entitled "Impact of School Heads Management Styles on the Teacher's Instructional Competence and School Performance", Vicera, found out that most of his respondents who are school heads are in their old and retirement age. When it comes to the data obtained by Philippine Commission on Women, it reveals that 77.06% in the public secondary school administration are female. (Vicera (2019) According to an article published by the Beijing International Review of Education in 2019, it proves that there is a global feminization in the field of educational institution and teaching profession (Abenes & Bongco, 2019). In addition, when it comes to sex, an article published by the Beijing International Review of Education in 2019 proves that there is a global feminization in the field of educational institutions and teaching profession (Abenes & Bongco, 2019). In the same manner, in the study of Vicera (2019) entitled "Management Styles of School Heads", one of the findings was that majority of the respondents were married with 91.70% of the population. This is also true in the study of Suyitno (2020) when he tried to discover the instructional

leadership of school principals, it was found out that majority or 82.86% of the respondents is already married. Education is one of the key elements in developing a nation, as stated in the Government Regulation of the Republic of Indonesia (PP RI) No. 57 of 2021 on the National Education Standards. Education enlightens the nation and builds high-quality human resources to face the challenges of an increasingly evolving era. Therefore, to create a quality education system, it is necessary to have National Education Standards that serve as guidelines for education providers to improve the quality of education in Indonesia. However, despite many efforts that have been made, the quality of education in various regions of Indonesia, including in Kedungwuni District, Pekalongan Regency, still faces many challenges.

According to Qistiyah & Karwanro, 2020 in his research explained that school principals as functional officials are required to have professional competence to help manage potential resources and improve teacher performance. The role of school principals in managing educational units for the sake of improving teacher performance is (1) school principals as educator, (2). The principal as a manager. (3). The principal as an administrator, (4). Principal as supervisor (5). Principal as leader, (6) Principal as innovator, (7). The principal as a motivator. Therefore, the leadership role of the principal in improving teacher performance is something that requires the attention of the principal in order to create professional teachers. Principals must have the ability to be able to carry out their functions to be able to optimally utilize school resources so that goals are practically achieved. In line with research (Sanusi n.d.2019) concerning the role of school principal leadership in improving teacher performance at SDN Cempaka Putih Timur 03, namely: a. Role as Educator The principal plays a role in building character based on educator values; b. Role as Manager, Principal plays a role in managing resources to achieve institutional goals effectively and efficiently; c. Role as Administrator, Principal plays a role in managing the management of the administrative system in schools so that it is effective and efficient; d. Role as Supervisor, Principal plays a role in efforts to help develop the professionalism of teachers and education staff; e. Role as a Leader The principal plays a role in influencing people to work

together to achieve a common vision and goals; f. The role of an innovator, the principal is a dynamic and creative person who is not stuck in a routine; g. The role as a motivator, the principal must be able to provide encouragement so that all components of education can develop professionally;

Teacher performance not only influences competency qualifications but school culture also directly or indirectly plays a role in supporting the creation of good quality performance. Although the results of Bredeson's research (2000), in Qistiyah & Karwanro, 2020 found little doubt that school principals exercise a significant influence on teacher professional development because school principals are busy and often burdened with administrative tasks in their daily work.

Planning is one of the mandatory requirements for every activity including learning process activities (Hakman et al., 2019). Good planning is half the success in the management and delivery of education. A good plan will formulate what goals and objectives you want to achieve. Without planning, the implementation of the learning process will experience obstacles, obstacles, difficulties and even failures (Simamora, 2020). Performance is as a work ability or work performance shown by an employee to obtain optimal work results (Suwandi & Setiawan, 2022). Thus, teacher performance is the result of the implementation of the teacher's duties in educating, teaching, training and directing, guiding and assessing and evaluating students (Rusyadi et al., 2022).

The principal's ability to manage, administer, and lead the school significantly impacts its success. The principal is an administrator with a great responsibility for enhancing the quality of education in the school they lead (Kartini et al., 2020). In other words, the principal is accountable for achieving high-quality education in their school and plays a critical role in ensuring the comfort and development of school members. Ultimately, the principal's efforts are vital to improving the quality of education. To achieve optimal outcomes, organizations must consistently engage in developing employee performance, including that of teachers. One of the activities that principals undertake to evaluate a teacher's ability to

facilitate learning is supervision. Academic supervision by school principals is a comprehensive support process that empowers teachers to unlock their potential and enhance their proficiency in managing and achieving learning objectives (Afandi et al., 2021; Nurlaili et al., 2021). The main benefit of academic supervision by principals over teachers is multifaceted. It includes providing teachers with valuable feedback on their teaching methods to enhance their skills and strategies, leading to improved student learning outcomes (Hazi, 2020; Komalasari et al., 2020). It also makes teachers feel appreciated and motivated to elevate their performance, identifies areas of improvement in teachers' performance, allowing them to take corrective actions and enhance their abilities, and boosts teachers' self-esteem, resulting in greater confidence in their teaching and interactions with students (Atmaja & Fitria, 2022; Hoque et al., 2020; Özdemir et al., 2020). Academic supervision enables the identification of teachers' strengths and weaknesses in managing the learning process and assessing their level of competency (Bourne et al., 2021; Dassa & Nichols, 2019). The principal can take steps to address any weaknesses by providing solutions, coaching, and follow-up to help teachers improve and maintain excellence in teaching (Ridwan Yusuf Deluma & Zulela MS, 2020). As the curriculum evolves over time, changes in structure and function can occur, making academic supervision essential. The role of a principal as a leader is to guide, direct, and coordinate all individuals within his or her educational institution towards achieving the school's vision, mission, and goals (Ibrahim Bafadal et al., 2019). According to Ridwan Yusuf Deluma & Zulela MS (2020) research on The Effect of Principal Leadership Style, Work Motivation, and Professional Competence of Primary School Teacher Performance in Kendari City it was found that these factors had a significant influence on the performance of Elementary School Teachers in Kendari City. This study also shows that the style of leadership and academic supervision carried out by the principal has an impact on the performance of elementary school teachers in Kendari City.

A growing number of studies have investigated factors that are linked to teachers' innovative behaviours such as professional learning communities (Liu et al., 2022), work-life conflict (Utama & Soetjipto, 2021),

Additionally, some recent studies suggest that teachers' innovation and creativity in teaching could be linked to their quality of work life (QWL) (e.g., Sriyanta et al., 2019; Utama & Soetjipto, 2021; Wan & Liu, 2020). QWL refers to employees' perceptions about and satisfaction with the quality of their professional lives within their organisation (Bridgman et al., 2019). In fact, employees' relationship with their work environment is a significant determinant of their QWL (Rose et al., 2006). Therefore, QWL could be considered as a multifaceted construct encompassing reward and motivation systems, job security, job promotion system, and participation in decision making, all of which can promote employees' excellence and development. Teachers who subscribe to growth mindsets about their teaching competence consider their teaching skills and abilities as improvable, whereas those with fixed teaching mindsets think that their teaching competence is static and unchangeable (Fronozo et al., 2020). In general, teachers who embrace growth (vs. fixed) teaching mindsets generally experience more positive emotions, engagement, positive relationships with their students, and a stronger feeling of meaning, accomplishment, and autonomy in their work (Nalipay, King, Mordeno, Chai and Jong, 2021, Nalipay, King, Mordeno and Wang, 2022).

It said that the strength of any profession depends upon the degree of expertise, efficiency, and excellent performance of its members. In many different educational systems, observers struggle to accurately assess teachers' performance and give teachers meaningful and direct feedback and tools to help them improve their teaching instruction. Classroom observations that make up most teachers' overall rating depend highly on the specific outcome it hopes to achieve. Considerably, teachers are the most significant person in schools. They are responsible for performing numerous critical tasks in molding the youth into valuable members of the community. They are considered as the key essential areas in the learning process (Abarro, 2020). Abarro (2020) found out that intrinsic and extrinsic motivators affect teachers' performance in public secondary schools in Tanzanian Education Institutions. Ahmed et al. (2020) revealed that subject mastery, attitude, teaching methodology, and teachers' characteristics affect the professional performance of teachers at the higher education level.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION RESPONDENTS PROFILE

Teachers

Understanding the demographic and professional profile of school heads is vital in examining how their characteristics and experiences influence their management practices and overall leadership effectiveness. The background information, including age, gender, civil status, educational attainment, length of service, performance rating, and training participation, provides essential context for interpreting the results of this study. These characteristics often shape how administrators make decisions, lead teachers, and manage school operations. A younger administrator, for instance, may demonstrate a more innovative and technology-driven approach, while a more seasoned one may rely on traditional management frameworks grounded in experience. Similarly, professional development through trainings and seminars reflects their commitment to continuous improvement and educational advancement. Hence, profiling the school heads offers meaningful insights into how their personal and professional attributes may influence their multifaceted management styles and, consequently, teacher performance.

Table 2 Age

Age	<i>f</i>	%
over 55 years old	0	0.00
51 – 55 years old	0	0.00
46 – 50 years old	0	0.00
41 – 45 years old	2	28.57
36 – 40 years old	1	14.29
31 – 35 years old	4	57.14
26 – 30 years old	0	0.00
21 – 25 years old	0	0.00
Total	7	100.00
Average		36.57
Std Dev		4.76

The data in Table 2 illustrates that most of the school heads fall within the 31–35 years old age range, comprising 57.14 percent of the respondents, followed by 28.57 percent aged 41–45 years old, and 14.29

percent aged 36–40 years old. The computed average age is 36.57 years with a standard deviation of 4.76, indicating that most respondents are in their mid to late 30s.

From the data shown in Table 2, it can be inferred that most school administrators belong to the younger generation of leaders who are in the dynamic phase of their careers. Their age suggests a balance between professional maturity and adaptability to educational reforms and innovations. This demographic may also indicate that leadership roles are being entrusted to relatively younger educators, reflecting the Department of Education’s push for succession planning and generational leadership transitions.

Table 3 Gender

Gender	<i>f</i>	%
Male	0	0.00
Female	7	100.00
Total	7	100.00

Table 3 highlights that all the respondents (100%) are female, indicating that leadership positions in the participating schools are currently held exclusively by women.

From the data shown in Table 3, this pattern may reflect the continued predominance of female leadership in the education sector, particularly in basic education. The feminization of educational leadership has been a consistent trend, often associated with nurturing management styles, empathetic communication, and collaborative approaches. This composition also suggests that female administrators are increasingly taking on higher leadership roles, reflecting both empowerment and trust in their capabilities within the school system.

Table 4 Civil Status

Civil Status	<i>f</i>	%
Single	0	0.00
Married	7	100.00
Separated	0	0.00
Widow/Widower	0	0.00
Single Parent	0	0.00

Total	7	100.00
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The data in Table 4 illustrates that all seven respondents, representing 100%, are married.

From the data shown in Table 4, it can be observed that all the school heads have family responsibilities alongside their professional duties. This could influence their management style, time allocation, and stress management strategies. Married administrators often exhibit stability, maturity, and a high sense of responsibility, which are advantageous in leadership roles. However, balancing family and administrative responsibilities may also impact their availability and work-life balance, particularly when managing high-demand school tasks.

Table 5 Highest Educational Attainment

Highest Educational Attainment	<i>f</i>	%
Doctorate Degree	0	0.00
Master's Degree	5	71.43
Bachelors Degree	2	28.57
Total	7	100.00

Table 5 highlights that a significant portion of the respondents, 71.43%, hold a Master's Degree, while the remaining 28.57% possess a Bachelor's Degree. None of the school heads have completed a Doctorate Degree.

From the data shown in Table 5, the results reveal that most administrators have pursued advanced studies, indicating a commitment to professional growth and continuous learning. The presence of master's degree holders aligns with DepEd and CHED's requirement for school heads to possess higher educational qualifications that enhance instructional and managerial competencies. However, the absence of doctorate degree holders may suggest a gap in pursuing the highest academic level, which could further strengthen leadership credibility and research-based management.

Table 6 Length of Service

Length of Service	<i>f</i>	%
above 36 years	0	0.00
31 – 35 years	0	0.00
26 – 30 years	0	0.00
21 – 25 years	0	0.00
16 – 20 years	2	28.57
11 – 15 years	1	14.29
6 – 10 years	2	28.57
2 – 5 years	2	28.57
1 year and below	0	0.00
Total	7	100.00
Average		10.29

The data in Table 6 illustrates that the respondents have diverse experiences in the service, with 28.57% having served for 16–20 years, another 28.57% with 6–10 years, and the same percentage with 2–5 years. Only 14.29% have served for 11–15 years, with none exceeding 20 years of service. The average length of service is 10.29 years.

From the data shown in Table 6, the findings reveal that most administrators are relatively new to leadership roles but have accumulated a decade of experience in education. This profile suggests that they possess sufficient background to handle administrative functions while still being open to modern leadership practices. Their experience range also reflects ongoing leadership transitions, where mid-career educators are stepping into administrative positions.

Table 7 Performance Rating

Performance Rating	<i>f</i>	%
Outstanding(Above 93)	4	57.14
Very Satisfactory(75-92)	3	42.86
Satisfactory(50-74)	0	0.00
Moderately Satisfactory(30-49)	0	0.00
Unsatisfactory(10-29)	0	0.00
Total	7	100.00
Average		88.93

Table 7 highlights that the majority (57.14%) of the school heads received an Outstanding rating, while 42.86% received a Very Satisfactory rating. The computed average performance rating is 88.93, indicating a high level of effectiveness among the respondents.

From the data shown in Table 7, these results indicate that the school heads consistently meet or exceed expectations in their professional duties. Their high ratings reflect their competence in performing administrative functions and maintaining quality educational standards. Such ratings also suggest that the respondents demonstrate strong leadership, communication, and organizational management skills, which contribute positively to school performance.

Table 8 Relevant Trainings and Seminars Attended

Relevant Trainings and Seminars Attended	<i>f</i>	%
National	1	14.29
Regional	4	57.14
Local	7	100.00
Total	12	171.43

The data in Table 8 illustrates that all respondents (100%) have attended local trainings, while 57.14% participated in regional, and 14.29% in national-level seminars. The total attendance reflects an overlap as many school heads participated in multiple training levels.

From the data shown in Table 8, the participation pattern indicates that school heads actively engage in professional development, primarily at the local and regional levels. This demonstrates their commitment to improving leadership competence and staying informed about educational policies and innovations. However, fewer participants in national-level training suggest limited exposure to broader educational perspectives and policy trends at the national scale.

THE LEVEL OF MANAGEMENT SKILLS OF THE ADMINISTRATORS

The effective functioning of any educational institution depends largely on the managerial competence of its administrators. School administrators are not merely task-oriented leaders but also facilitators of organizational harmony, instructional excellence, and professional growth among teachers. Their ability to plan, organize, staff, lead, and control determines the success of school operations and directly affects teacher motivation and performance. Understanding the level of their management skills provides insight into how they fulfill their roles as planners, decision-makers, supervisors, organizers, and controllers.

This section presents the perceived level of management skills of school administrators as evaluated by respondent groups. Each managerial dimension—planning, decision-making, supervision, staffing, organizing, and controlling captures the multifaceted nature of educational leadership. High ratings in these areas indicate that administrators perform their duties with competence, foresight, and inclusiveness, contributing to the overall effectiveness of the school system.

Table 9 Planning

Planning	Mean	Std Dev	Description
1. Makes sure that my part in the group is understood by the group members.	3.86	0.3780	Strongly Agree
2. Assigns or delegate tasks for others to handle.	3.43	0.5345	Strongly Agree
3. Let the members do their work the way they think.	3.14	0.3780	Agree
4. Keeps the group working together as a team.	3.86	0.3780	Strongly Agree

5. Allows complete freedom in their work.	3.43	0.5345	Strongly Agree
Average Weighted Mean	3.54		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The data in Table 9 illustrates that administrators demonstrate a strong level of planning skills, obtaining an average weighted mean of 3.54, verbally interpreted as Strongly Agree. Among the indicators, the highest mean (3.86) is shared by items stating that administrators ensure that members understand their roles and that the group works together as a team. Meanwhile, the lowest mean (3.14) pertains to allowing members to do their work the way they think, though it still falls within the “Agree” range.

From the data shown in Table 9, the results reflect that administrators effectively communicate expectations and encourage teamwork within their respective institutions. Their approach to planning emphasizes clarity of purpose and the coordination of group efforts toward shared objectives. However, the slightly lower rating on flexibility suggests that while structure is valued, there may be limited space for individual creativity in task execution.

Table 10 In Decision-Making

In Decision-Making	Mean	Std Dev	Description
6. Makes subordinates feel that their decisions are as good as their ideas and willing to utilize them.	3.57	0.7868	Strongly Agree
7. Treats members in the exercise of good judgment.	3.71	0.4880	Strongly Agree
8. Brings into the group the problems of the	3.43	0.7868	Strongly Agree

office before a decision is given.			
9. Takes time to explain to the group my decision.	3.86	0.3780	Strongly Agree
10. Amenable to suggestions.	3.71	0.4880	Strongly Agree
Average Weighted Mean	3.66		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 10 highlights that the administrators’ decision-making skills are perceived to be highly effective, with an average weighted mean of 3.66, corresponding to Strongly Agree. The highest mean (3.86) was recorded in explaining decisions to the group, while the lowest (3.43) appeared in bringing office problems to the group before deciding.

From the data shown in Table 10, these results indicate that administrators are generally open to collaboration and demonstrate transparency in their decision-making process. They recognize the importance of consultation and communication when making choices that affect the organization. The high scores further suggest a management culture that values fairness, inclusivity, and rational judgment. However, there remains an opportunity to strengthen participatory decision-making by involving subordinates more deeply in the early stages of identifying problems and formulating solutions.

Table 11 In Supervision

In Supervision	Mean	Std Dev	Description
11. Gives the group a high degree of initiative.	3.43	0.5345	Strongly Agree
12. Takes into consideration prevailing circumstances.	3.57	0.5345	Strongly Agree
13. Sees to it that my decision is	3.86	0.3780	Strongly Agree

understood by the group.				
14. Gives the group advance notices of changes.	3.86	0.3780	Strongly Agree	
15. Tolerates reasonable delays in the performance of duties without being upset.	3.43	0.5345	Strongly Agree	
Average Weighted Mean	3.63		Strongly Agree	

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The data in Table 11 illustrates that administrators exhibit excellent supervision skills, as indicated by an average weighted mean of 3.63, which corresponds to Strongly Agree. The highest mean (3.86) was observed in ensuring that decisions are well understood and that changes are communicated in advance, while the lowest (3.43) relates to tolerance for delays.

From the data shown in Table 11, the findings reveal that administrators maintain effective oversight while upholding fairness and understanding toward their subordinates. They are consistent in communicating expectations and demonstrating consideration for contextual challenges faced by teachers. The strong results suggest that administrators are both directive and supportive, balancing authority with empathy. Nonetheless, the lower score on tolerance for delays may imply the need to balance accountability with flexibility, especially when unforeseen circumstances affect performance timelines.

Table 12 In Staffing

In Staffing	Mean	Std Dev	Description
16. Solicits information from the group on the acceptance of applicants.	3.57	0.5345	Strongly Agree

17. Gives orientation over the job to the new personnel.	3.71	0.4880	Strongly Agree
18. Utilizes potentials of the manpower resources of department.	3.57	0.5345	Strongly Agree
19. Gives the new staff ample time to prove his/her competence.	3.43	0.5345	Strongly Agree
20. Provides for professional development program for the staff.	3.86	0.3780	Strongly Agree
Average Weighted Mean	3.63		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 12 highlights that staffing functions are carried out efficiently by administrators, obtaining an average weighted mean of 3.63, interpreted as Strongly Agree. The highest rating (3.86) was given to providing professional development programs, while the lowest (3.43) was assigned to giving new staff ample time to prove competence.

From the data shown in Table 12, it can be concluded that administrators recognize the importance of human resource development and capacity building. Their emphasis on staff training and utilization of human potential underscores a developmental approach to leadership. These findings reflect a proactive stance in fostering teacher growth and institutional stability. However, the lower mean for giving time to new staff suggests a possible need for extended mentoring and adjustment periods for newly hired personnel to ensure a smoother integration into the school's system and culture.

Table 13 In Organizing

In Organizing	Mean	Std Dev	Description
21.Utilizes group intelligence and group process in undertaking activities.	3.57	0.5345	Strongly Agree
22. Promotes and maintain high morale among the members of the group.	3.86	0.3780	Strongly Agree
23.Harnesses the productive energies of many persons into common endeavors.	3.43	0.5345	Strongly Agree
24. Delegates responsibility with commensurate authority.	3.71	0.4880	Strongly Agree
25. Observes a two-way communication process and maintain an effective system such as the use of and memoranda in the organization.	3.43	0.5345	Strongly Agree
Average Weighted Mean	3.60		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The data in Table 13_ illustrates that administrators demonstrate strong organizing skills, reflected in an average weighted mean of 3.60, which is described as Strongly Agree. The highest mean (3.86) was observed in promoting morale among members, while the lowest (3.43) pertains to observing a two-way communication process and the use of memoranda.

From the data shown in Table 13, the findings indicate that administrators are capable of effectively mobilizing personnel and resources to achieve institutional objectives. They exhibit skill in fostering teamwork and sustaining group morale, which are essential in maintaining an orderly and motivated environment. The slight decline in the communication indicator may suggest the need to reinforce feedback loops and information flow within the organization to ensure that directives and concerns are well-articulated and promptly addressed.

Table 14 In Controlling

In Controlling	Mean	Std Dev	Description
26. Observes rules and regulations to handle the program.	3.86	0.3780	Strongly Agree
27.Monitors the chair if rules and regulations are strictly follow.	3.57	0.5345	Strongly Agree
28. monitors the chair if given task is done efficiently.	3.71	0.4880	Strongly Agree
29.checks the achievement report.	3.57	0.5345	Strongly Agree
30. checks if the achievement report were handled truthfully.	3.71	0.4880	Strongly Agree
Average Weighted Mean	3.69		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 14 highlights that administrators display very strong controlling skills with an average weighted mean of 3.69, rated as Strongly Agree. The highest means (3.86) pertain to observing rules and regulations, while the lowest (3.57) relates to

monitoring whether rules are followed and checking achievement reports.

From the data shown in Table 14, it is evident that administrators maintain a disciplined and structured approach to ensuring that institutional standards are met. Their adherence to established policies and consistent monitoring of outputs demonstrates accountability and commitment to transparency. The results suggest that administrators excel in maintaining order and ensuring compliance with organizational goals. However, the slight variation in the lowest means indicates that the consistency of monitoring processes can be further refined to ensure that the evaluation of outcomes remains systematic and data driven.

LEVEL OF QUALITY OF WORK OF SCHOOL HEADS

The quality of work of school heads is an essential determinant of the overall performance and productivity of an educational institution. It encompasses several domains such as working conditions, job satisfaction, general well-being, stress and control at work, and the interface between home and work life. These areas directly influence how school heads manage their responsibilities, maintain professional relationships, and sustain motivation amid administrative and instructional demands. Assessing these dimensions offers a comprehensive understanding of their work environment, the level of support they receive, and the degree of personal and professional fulfillment they experience. Such insights are critical, as they serve as the basis for crafting responsive leadership development programs, wellness initiatives, and organizational support systems that promote sustainable school leadership.

The succeeding tables present a detailed interpretation of each dimension, reflecting how the respondents perceived the overall quality of work of school heads.

Table 15 Working Conditions

A. Working Conditions	Mean	Std Dev	Description
1. His or her workplace has adequate facilities.	3.43	0.5345	Strongly Agree
2. Provided with enough privacy to perform his/her task/duty.	3.43	0.5345	Strongly Agree
3. Have interpersonal relationship with the co-workers and subordinates.	3.57	0.5345	Strongly Agree
4. Have an adequate supervision and guidance for the subordinates to be informed of their duties.	3.29	0.7559	Strongly Agree
5. Have a clear direction where to channel grievances.	3.57	0.7868	Strongly Agree
Average Weighted Mean	3.46		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The data in Table 15 illustrates that school heads perceive their working conditions as highly favorable, as reflected by an overall mean of 3.46, which falls under Strongly Agree. The highest indicators highlight strong interpersonal relationships and a clear mechanism for grievance redress, both scoring 3.57. This indicates a healthy workplace climate where collaboration and open communication are evident. Adequate facilities and privacy also suggest that the physical and environmental aspects of their work contribute to their efficiency and focus.

The consistency of positive responses demonstrates that the administrative and physical infrastructures are effectively supporting the demands of leadership roles. However, the slightly lower mean in supervision and guidance implies room for refining leadership

mentoring systems, especially in delegating tasks and monitoring subordinates.

Table 16 Job Satisfaction

B. Job Satisfaction	Mea n	Std Dev	Descriptio n
1. Satisfied with present salary.	3.00	0.5774	Agree
2. Enjoying fringe benefits.	2.86	0.3780	Agree
3. Have a security of tenure.	2.86	0.3780	Agree
4. Have a proper chain of command.	3.00	0.5774	Agree
5. Attend trainings and seminars.	3.43	1.1339	Strongly Agree
Average Weighted Mean	3.03	Agree	

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 16 highlights that school heads are generally satisfied with their jobs, reflected by the overall mean of 3.03 (Agree). While the opportunity to attend trainings and seminars (3.43) was rated very positively, satisfaction with salary, benefits, and tenure security received slightly moderate responses. This implies that professional growth opportunities are highly valued and contribute significantly to their sense of fulfillment, whereas financial incentives and structural aspects of employment may need enhancement.

The findings suggest that intrinsic motivation derived from professional development plays a stronger role than extrinsic factors like compensation. This balance of satisfaction underscores a leadership culture that values personal advancement but could benefit from more tangible incentives.

Table 17 General Well-being

C. General Well-being	Mea n	Std Dev	Descriptio n
1. He/She is mentally healthy.	2.14	1.0690	Disagree
2. He/she is predominantly depressed/depressed/anxious.	2.71	0.7559	Agree
3. He/She has life satisfaction.	3.57	0.7868	Strongly Agree
4. He/She is optimistic and happy.	3.14	0.6901	Agree
5. He/She is independent of his/her work situation	2.86	0.3780	Agree
Average Weighted Mean	2.89	Agree	

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

From the data shown in Table 17, it can be observed that the general well-being of school heads is moderately positive, with an overall mean of 2.89 (Agree). While respondents strongly agree that they experience life satisfaction (3.57), they also express disagreement regarding their mental health status (2.14). This mixed result suggests that despite deriving fulfillment from their work and personal lives, they face challenges that may affect psychological wellness, possibly due to workload, pressure, and administrative stressors.

The high variability in responses implies individual differences in coping strategies and resilience. The balance between optimism and anxiety underscores the emotional complexity of leadership, which may fluctuate depending on circumstances and external expectations.

Table 18 Stress at Work and Control at Work

D. Stress at Work and Control at Work	Mean	Std Dev	Description
1. Always pressured at work.	2.57	0.7868	Agree
2. Always stressed at work.	2.00	0.8165	Disagree
3. Always demand overload.	2.00	0.8165	Disagree
4. Have a freedom to express opinions.	3.43	0.7868	Strongly Agree
5. Always involved in decision making.	3.29	0.7559	Strongly Agree
Average Weighted Mean	3.46		Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The data in Table 18 illustrates that while school heads experience certain degrees of work pressure (2.57), they do not necessarily perceive their workload as excessive, as shown by their disagreement with statements about constant stress and demand overload. On a positive note, they strongly agree that they have freedom of expression and active involvement in decision-making, which demonstrates a participative leadership environment.

These findings reflect that autonomy and empowerment mitigate the potential negative effects of work-related pressure. However, the moderate agreement on pressure suggests the need for balanced task delegation and workload management to prevent burnout.

Table 19 Homework Interface

E. Homework Interface	Mean	Std Dev	Description
1. Shows respect for his/her family.	3.71	0.7559	Strongly Agree

2. Values home life of employees.	3.71	0.7559	Strongly Agree
3. Provides adequate facilities at work.	3.14	0.6901	Agree
4. Values interrelationship between home and work.	3.29	0.7559	Strongly Agree
5. Provides necessary resources of employees.	3.43	0.7868	Strongly Agree
Average Weighted Mean	3.46		Strongly Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 19 highlights that school heads maintain a strong balance between home and work life, indicated by the high mean of 3.46 (Strongly Agree). The responses suggest that they value family relationships, demonstrate empathy toward employees' personal lives, and recognize the importance of work-life integration. These results depict a form of leadership grounded in compassion and relational understanding, which fosters a supportive and inclusive work environment.

Although workplace resource adequacy was rated slightly lower (3.14), it remains in the "Agree" category, showing minor logistical gaps that may affect operational ease.

ELEMENTARY TEACHERS' PERFORMANCE LEVEL OF TEACHERS CAPABILITY

The performance level of teachers is a direct reflection of their professional capability, which encompasses mastery of content, pedagogical skill, classroom management, planning, and assessment proficiency. In the context of elementary education, these competencies are even more critical since teachers shape the foundational learning experiences of young learners. Assessing teachers' performance based on

these dimensions provides valuable insights into their readiness to deliver quality instruction, their ability to create inclusive learning environments, and their commitment to continual improvement. The findings presented in this section reveal the strengths and developmental needs of elementary teachers in executing their professional functions aligned with the standards set by the Department of Education. Overall, this evaluation serves as a benchmark for sustaining teaching excellence and identifying targeted areas for capacity-building interventions.

Table 20 Content Knowledge and Pedagogy

1. Content Knowledge and Pedagogy	Mean	Std Dev	Description
1.1 Applied knowledge of content within and across curriculum teaching areas.	3.40	0.5477	Very High
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.60	0.5477	Very High
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher – order thinking skills.	3.20	0.4472	High
Average Weighted Mean	3.40		Very High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderate, 1.00 – 1.75 Low

The data in Table 20 illustrates that teachers possess a very high level of capability in content knowledge and pedagogy, with an overall mean of 3.40. This finding reflects that teachers effectively apply their subject matter expertise and employ diverse teaching strategies, particularly in enhancing literacy and numeracy development among learners. The slightly lower mean of 3.20 for the development of critical and creative thinking suggests that while teachers are proficient in foundational skills, they may need further enrichment in facilitating higher-order thinking processes.

This pattern reveals a strong pedagogical grounding, signifying that teachers are confident in delivering the curriculum and applying content across disciplines. However, fostering analytical and creative skills among students remains an area for pedagogical growth.

Table 21 Learning Environment and Diversity of Learners

2. Learning Environment and Diversity of Learners	Mean	Std Dev	Description
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	3.60	0.5477	Very High
2.2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	3.60	0.5477	Very High
2.3 Used differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests and experiences.	3.60	0.5477	Very High
Average Weighted Mean	3.60		Very High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderate, 1.00 – 1.75 Low

Table 21 highlights that teachers demonstrate a very high level of competence in managing the learning environment and addressing learner diversity, with an overall mean of 3.60. This indicates that teachers effectively establish classrooms conducive to active participation and meaningful engagement. Their consistent use of positive discipline and differentiated instruction further underscores their sensitivity to individual learner needs and inclusivity.

The uniformity of the scores reflects a stable mastery in managing behavior and facilitating student-centered learning environments. Such consistency points to a deeply ingrained culture of respect, collaboration, and learner empowerment within the classroom.

Table 22 Curriculum and Planning

3. Curriculum and Planning	Mean	Std Dev	Description
3.1 Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	3.40	0.5477	Very High
3.2 Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	3.60	0.5477	Very High
3.3 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	3.60	0.5477	Very High
Average Weighted Mean	3.53		Very High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderate, 1.00 – 1.75 Low

From the data shown in Table 22, it is evident that teachers exhibit a very high level of capability in curriculum implementation and planning, achieving an overall mean of 3.53. Teachers not only plan and organize lessons effectively but also actively engage in collegial collaboration to enhance instructional practices. Their use of ICT tools and teaching resources demonstrates adaptability and responsiveness to modern teaching demands.

This result reflects a well-grounded professional culture of continuous improvement and collaboration. Teachers show readiness to integrate feedback and technology into their instructional planning, which contributes to more effective and relevant teaching-learning experiences.

Table 23 Assessment and Reporting

4. Assessment and Reporting	Mean	Std Dev	Description
4.1 Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	3.40	0.8944	Very High
4.2 Monitored and evaluated learner progress and achievement using learner attainment data.	3.80	0.4472	Very High
4.3 Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	3.60	0.5477	Very High
Average Weighted Mean	3.60		Very High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderate, 1.00 – 1.75 Low

The data in Table 23 illustrates that teachers show a very high level of proficiency in assessment and reporting, with an average weighted mean of 3.60. The highest mean of 3.80 on monitoring learner progress reveals teachers' strong ability to interpret and utilize assessment data effectively. Their commitment to timely and transparent communication with parents and stakeholders emphasizes accountability and collaboration in the learning process.

The slightly higher variation in the first indicator suggests that while teachers use various assessment tools, consistency in designing and selecting assessment strategies can still be refined. Nevertheless, the results collectively indicate a data-informed teaching practice that supports learner growth and curriculum alignment.

The relationship between the profile of school heads and their level of management skills provides insight into how personal and professional factors influence their capacity to lead effectively. School leadership often reflects a synthesis of experience, education, and exposure to training opportunities. Analyzing these correlations helps identify which attributes significantly shape the managerial competence of school heads, thus guiding policies for leadership development and succession planning within educational institutions.

SIGNIFICANT RELATIONSHIP

Profile

Table 24 Correlation Between the Profile of School Heads and Their Level of Management Skills

Level of Management Skills	Age	Highest Educational Attainment	Length of Service	Performance Rating	Relevant Trainings
Planning	0.937 <i>0.0098*</i>	0.548 <i>0.3202</i>	0.910 <i>0.0190*</i>	0.750 <i>0.1210</i>	0.645 <i>0.2171</i>
In Decision-Making	0.477 <i>0.4002</i>	0.930 <i>0.0118*</i>	0.713 <i>0.1526</i>	0.679 <i>0.1841</i>	0.789 <i>0.0899</i>
In Supervision	0.702 <i>0.1626</i>	0.730 <i>0.1377</i>	0.805 <i>0.0784</i>	1.000 <i>< 0.0000*</i>	0.710 <i>0.1556</i>
In Staffing	0.702 <i>0.1626</i>	0.730 <i>0.1377</i>	0.805 <i>0.0784</i>	1.000 <i>< 0.0000*</i>	0.710 <i>0.1556</i>
In Organizing	0.702 <i>0.1626</i>	0.730 <i>0.1377</i>	0.805 <i>0.0784</i>	1.000 <i>< 0.0000*</i>	0.710 <i>0.1556</i>

* significant at 0.05 alpha level

The data in Table 24 illustrates that there are significant relationships between specific profile variables and management skills among school heads. The results show that age ($p = 0.0098$) significantly correlates with planning, implying that more experienced leaders exhibit greater proficiency in strategic planning. Similarly, length of service ($p = 0.0190$) significantly relates to planning, suggesting that longer tenure contributes to refined judgment and foresight in school management.

Highest educational attainment ($p = 0.0118$) was found to significantly correlate with decision-making, indicating that school heads with higher degrees tend to display stronger analytical and critical thinking abilities in administrative decisions. Furthermore, performance rating ($p < 0.0000$) showed a highly significant correlation with supervision, staffing, and

organizing, underscoring that better-performing school heads are typically those who demonstrate stronger people management and organizational coordination.

From the data shown, it can be inferred that educational background, experience, and performance evaluations collectively shape the management efficacy of school heads. Age and tenure enhance practical wisdom, while education strengthens decision-making frameworks. However, training participation showed no significant relationship, suggesting that professional development programs may not be fully aligned with actual management needs.

Level of Management Skills

The connection between management skills and the quality of work among school heads provides a deeper understanding of how leadership competencies influence organizational outcomes. Quality of work encompasses job satisfaction, working conditions, general well-being, and stress management, all of which are shaped by how effectively leaders plan, decide, supervise, and organize. Examining these relationships reveals the managerial areas that most directly affect the professional climate and productivity of school heads.

Table 25 Correlation Between School Heads' Management Skills and Quality of Work

Level of Quality Work	of Planning	Decision-Making	Supervision	Staffing	Organizing
Working Conditions	0.84	0.801	0.76	0.7	0.76
	306	0.0816	0.10	0.1	0.10
	9*		79	9	79
Job Satisfaction	0.495	0.841	0.54	0.5	0.54
	376	0.0546	0.32	0.3	0.32
	796		37	23	37
General Well-being	0.730	0.806	0.86	0.8	0.86
	377	0.0776	0.03	0.0	0.03
			93*	39	93*
				3*	
Stress at Work and Control at Work	0.730	0.806	0.86	0.8	0.86
	377	0.0776	0.03	0.0	0.03
			93*	39	93*
				3*	
Homework Interface	0.679	0.885	0.90	0.9	0.90
	84	0.030*	0.02	0.0	0.02
			1*	21	1*
				*	

* significant at 0.05 alpha level

Table 25 highlights that several components of management skills have significant relationships with specific aspects of work quality. Planning ($p = 0.03069$) was significantly associated with working conditions, implying that effective planning contributes to a more organized, resource-ready environment that supports productivity.

Additionally, supervision, staffing, and organizing exhibited significant correlations with both general well-being and stress control ($p = 0.0393$), emphasizing that leaders who demonstrate strong supervisory and organizational capabilities foster healthier, less stressful work environments. Likewise, decision-making ($p = 0.030$) and supervision ($p = 0.021$) significantly relate to homework interface, suggesting that leaders with sound managerial judgment can balance work responsibilities and personal life more effectively.

From the data shown, it can be deduced that the ability of school heads to plan, supervise, and make sound decisions greatly influences their satisfaction, well-being, and stress regulation. Effective management not only enhances work efficiency but also contributes to psychological stability and professional fulfillment.

Teachers' Performance Level and Capability

Understanding the relationship between school heads' management essentials and teachers' performance sheds light on how leadership directly affects classroom outcomes. Teachers' instructional quality, planning, and assessment practices are often reflections of the support, structure, and direction provided by school heads. Establishing the extent of this relationship is crucial in determining how administrative leadership translates into teaching effectiveness and overall educational success.

Table 26 Correlation Between School Heads' Management Essentials and Teachers' Performance

Level of Quality of Work	Content	Learning	Curriculum	Assessment
	Knowledge	Environment	Material	Method
	and	and	and	and

	<i>and Pedagogy</i>	<i>Diversity of Learners</i>	<i>Planning</i>	<i>Reporting</i>
Working Conditions	0.70 81 0.70 2	0.708 1 0.702	0.708 1 0.702	1.81 90 0.40 3
Job Satisfaction	3.03 7 0.21 91	3.037 3.037 0.219 1	1.543 1.543 0.462 4	6.30 2 0.09 78
General Well-being	2.54 9 0.27 96	2.549 2.549 0.279 6	1.657 1.657 0.436 7	4.20 2 0.24 04
Stress at Work and Control at Work	2.54 9 0.27 96	2.549 2.549 0.279 6	1.657 1.657 0.436 7	4.20 2 0.24 04
Homework Interface	0.64 9 0.72 28	0.649 0.649 0.722 8	1.394 1.394 0.498 1	1.28 0 0.52 72

From the data shown in Table 26, there were no statistically significant relationships between school heads' management essentials and teachers' performance across all dimensions, as all p-values exceeded the 0.05 threshold. This result suggests that while management practices are vital, other mediating factors, such as teacher motivation, resource availability, or institutional culture, may play stronger roles in shaping teaching performance.

The findings imply that teachers may perform well independently of direct managerial interventions, relying instead on intrinsic commitment and professional standards. However, the consistent though non-significant positive correlations hint that supportive management practices still exert an indirect influence on maintaining high levels of teaching competence.

THE CHALLENGES AND BARRIERS
 ENCOUNTERED BY THE TEACHERS IN THE
 MANIFESTATION OF SCHOOL HEADS
 MANAGEMENT SKILLS AND QUALITY OF
 WORK CAPABILITY

The school head's management skills and quality of work capability play a crucial role in shaping the overall effectiveness of teaching and learning within the school environment. However, teachers often encounter a range of challenges and barriers that influence their ability to fully manifest the intended outcomes of leadership and management. These barriers may arise from institutional limitations, resource deficiencies, workload pressures, or insufficient support mechanisms. Understanding these challenges provides valuable insight into the areas where administrative and instructional improvements are needed to ensure optimal teaching performance and a harmonious working atmosphere. The following data encapsulates the teachers' perceptions of the common issues they face in relation to the management competencies and work quality of their school heads, providing a basis for identifying actionable strategies to enhance overall school performance.

Table 27 CHALLENGES AND BARRIERS

STATEMENTS	Mean	Std Dev	Description
1. Inadequate training of teachers	2.80	1.0954	Moderately Manifested
2. Overload workloads	2.60	1.5166	Moderately Manifested
3. Inappropriate teaching strategies	3.20	1.0954	Somewhat Manifested
4. Shortages of instructional materials	3.20	1.6432	Somewhat Manifested
5. Creating engaging lesson plans that fit the curriculum	1.80	0.4472	Manifested

6. Staying up to date with learning technology	1.80	0.447 2	Manifested
7. Deficiency of effective communication.	4.00	1.414 2	Not Manifested
8. Lack of work-life balance	4.00	1.414 2	Not Manifested
9. Resistance to change	4.00	1.414 2	Not Manifested
10. Inadequate support staff	3.60	1.516 6	Somewhat Manifested
Average Weighted Mean	3.10		Somewhat Manifested

Legend: 1 Very Manifested, 2 Manifested, 3 Moderately Manifested, 4 Somewhat Manifested, 5 Not Manifested

The data in Table 27 illustrates that the challenges faced by teachers in relation to their school heads' management skills and work quality are somewhat manifested (AWM = 3.10). This suggests that while certain problems persist within the school system, they are not overwhelmingly severe but still significant enough to warrant administrative attention. The moderate manifestation of these challenges points to areas where school heads may need to strengthen their managerial practices and support structures.

From the data shown in the table, inadequate training of teachers (M = 2.80) and overload workloads (M = 2.60) appear as moderately manifested concerns, implying that professional development opportunities and workload distribution need improvement. Teachers may be experiencing limited access to training programs that align with current educational standards or technology trends, affecting their classroom performance and instructional innovation. Similarly, the burden of excessive teaching and administrative tasks could be diminishing teacher

efficiency and morale, highlighting the need for better task delegation and support from management.

Inappropriate teaching strategies (M = 3.20) and shortages of instructional materials (M = 3.20) were rated as somewhat manifested, reflecting ongoing issues with instructional adaptability and resource sufficiency. These may stem from either limited professional support or an absence of well-coordinated resource management. When teachers lack adequate materials and updated strategies, the quality of instruction and student engagement can be compromised.

Meanwhile, creating engaging lesson plans (M = 1.80) and staying up to date with learning technology (M = 1.80) were both marked as manifested challenges. This underscores that despite the integration of ICT in education, many teachers still struggle to incorporate new technologies and design interactive lessons that meet curriculum standards. Such issues may be linked to insufficient technological infrastructure, lack of ICT-oriented training, or limited time for lesson preparation due to competing responsibilities.

On the other hand, deficiency of effective communication (M = 4.00), lack of work-life balance (M = 4.00), and resistance to change (M = 4.00) were not manifested, which implies that school heads generally maintain effective communication lines and that teachers are receptive to institutional changes. This is a positive indicator that the organizational culture supports adaptability and collegial interaction. However, inadequate support staff (M = 3.60), which was somewhat manifested, remains a concern that could affect the overall efficiency of school operations and the workload distribution among teachers.

Overall, the results highlight a generally functional school management system with minor yet impactful areas requiring attention, particularly those related to training adequacy, workload management, resource provision, and technological adaptation. These aspects directly influence teacher productivity and satisfaction, and addressing them can lead to enhanced teaching performance and learner outcomes.

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This part presents the summary, findings, conclusions and propose appropriate recommendations.

SUMMARY

This research determined the management skills and quality of work towards teachers' performance among the school heads of Bohol Division, Bohol during school year 2024-2025 as bases for administration and supervision essentials development plan.

The study surveyed the following areas of concern: the profile of the respondent groups, the level of management skills of the administrators, the level of quality of work of school heads as perceived by respondent groups, teachers' performance level of teachers capability, significant relationship between the following profile of school heads and level of management skills; school heads management skills and quality of work of school heads.

The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

FINDINGS

On the the level of management skills of the administrators it is reflected that administrators display a very strong skills in planning, decision making supervision, staffing organizing and controlling.

On the level of quality of work of school heads as to working conditions school heads perceive it as it highly favorable. They are very satisfied on their job, on the general well-being of school heads it is reflected that they are moderately positive and has an autonomy and empowerment mitigate the potentials negative effects of work-related pressure. On the homework interface the school heads maintain a strong balance from home and work life.

As to the teachers' performance level of teachers capability as to content knowledge in the instruction

domains in terms of content knowledge the teachers possess a high level of capability, teachers demonstrate a very high level of competence in managing the learning environment and addressing learner diversity, It is very evident that teachers exhibit a very high level of capability in curriculum implementation and planning, when it comes to assessment and reporting illustrates that teachers show a very high level of proficiency in assessment and reporting.

On the significant relationship as to Correlation Between the Profile of School Heads and Their Level of Management Skills, the data illustrates that there are significant relationships between specific profile variables and management skills among school heads. Data shown, it can be inferred that educational background, experience, and performance evaluations collectively shape the management efficacy of school heads.

On Level of Management Skills as to Correlation Between School Heads' Management Skills and Quality of Work highlights that several components of management skills have significant relationships with specific aspects of work quality. Planning was significantly associated with working conditions. Additionally, supervision, staffing, and organizing exhibited significant correlations with both general well-being and stress control Likewise, decision-making and supervision significantly relate to homework interface.

From the data shown, it can be deduced that the ability of school heads to plan, supervise, and make sound decisions greatly influences their satisfaction, well-being, and stress regulation.

Teachers' Performance Level and Capability as to Correlation Between School Heads' Management Essentials and Teachers' Performance. There were no statistically significant relationships between school heads' management essentials and teachers' performance across all dimensions. The challenges and barriers encountered by the teachers in the manifestation of school heads management skills and quality of work capability

These barriers may arise from institutional limitations, resource deficiencies, workload pressures, or insufficient support mechanisms. It is illustrated that the challenges faced by teachers in relation to their school heads' management skills and work quality are somewhat manifested. Overall, the results highlight a generally functional school management system with minor yet impactful areas requiring attention, particularly those related to training adequacy, workload management, resource provision, and technological adaptation. These aspects directly influence teacher productivity and satisfaction, and addressing them can lead to enhanced teaching performance and learner outcomes.

CONCLUSION

There is a significant relationship as to Correlation Between the Profile of School Heads and Their Level of Management Skills and Correlation Between School Heads' Management Skills and Quality of Work while as to the Correlation Between School Heads' Management Essentials and Teachers' Performance there were no statistically significant relationships between school heads' management essentials and teachers' performance across all dimensions.

RECOMMENDATIONS

In the light of the findings, it is recommended that the output of the study must be implemented

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