

The Impact of The Professional Skills of School Headson Teachers' Performance in The Division of Camarines Sur

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Abstract- This study examined the impact of the professional skills of school heads on teachers' performance in the Division of Camarines Sur during School Year 2024–2025. Specifically, it assessed the extent to which school heads manifested professional skills in leadership, innovation, information technology, communication, delegation, decision-making, and problem-solving and determined how these competencies influenced teachers' performance in terms of teaching efficiency, instructional productivity, work environment, motivation, engagement, and commitment. The study employed a descriptive-survey research design involving school heads and teachers from public secondary schools across the five congressional districts of the Division of Camarines Sur. A validated researcher-made questionnaire served as the primary data-gathering instrument. Statistical tools such as weighted mean, Kendall's Coefficient of Concordance (W), and ranking were utilized in analyzing the collected data. Findings revealed that school heads demonstrated a high level of professional skills across all indicators, which significantly contributed to improved teacher performance. Leadership, communication, and decision-making emerged as the strongest competencies influencing instructional effectiveness and teacher motivation. Respondents also identified challenges related to limited instructional resources, teacher workload, facilities management, and student discipline. Based on the findings, an action plan was developed to strengthen leadership competencies and sustain teacher performance. The study concludes that enhancing the professional skills of school heads is essential in promoting teacher effectiveness and improving the overall quality of basic education.

Keywords: Educational Leadership, Professional Skills, School Heads, Teacher Performance, Public Secondary Schools

I. INTRODUCTION

Educational leadership has become one of the most influential factors in determining the effectiveness of schools and the quality of teaching. As educational

institutions continue to respond to curriculum reforms, technological advancement, and changing learner needs, school heads are expected to demonstrate professional competencies that foster instructional excellence and organizational effectiveness. Their leadership extends beyond administrative responsibilities to include mentoring teachers, promoting innovation, facilitating collaboration, and ensuring that educational goals are achieved.

The Philippine educational system recognizes the critical role of school leadership in improving educational outcomes. Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, emphasizes decentralized school management by empowering school heads to become instructional leaders responsible for improving school performance. Likewise, the Philippine Professional Standards for School Heads (PPSSH) outlines the competencies expected of school administrators in promoting quality teaching and learning. These policies underscore the importance of leadership in achieving sustainable educational development.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

This study determined the impact of the professional skills of school heads on teachers' performance in the Division of Camarines Sur during School Year 2024–2025. Specifically, it examined the extent to which school heads manifested professional competencies in leadership, innovation, information technology, communication, delegation, decision-making, and problem-solving and determined how these competencies affected teachers' instructional efficiency, productivity, motivation, work environment, engagement, and commitment. Furthermore, the study identified prevailing

challenges encountered by school heads and proposed an action plan that may serve as a basis for leadership enhancement and continuous school improvement.

This study employed the descriptive-survey research design to determine the impact of the professional skills of school heads on teachers' performance in the Division of Camarines Sur during School Year 2024–2025. The descriptive method was deemed appropriate because it enabled the researcher to describe the existing professional competencies of school heads, assess their influence on teacher performance, identify prevailing challenges encountered by school administrators, and gather possible solutions that served as the basis for the proposed action plan.

The study was conducted in the public secondary schools of the Division of Camarines Sur, covering the five congressional districts of the province. The respondents consisted of school heads and teachers from the different districts, who were selected using the sampling procedure described in the study. Their participation provided comprehensive information regarding the manifestation of the professional skills of school heads and their influence on teachers' instructional performance.

A researcher-made questionnaire served as the primary data-gathering instrument. The instrument consisted of four major parts: (1) the extent of the professional skills of school heads in terms of leadership, innovation, information technology, communication, delegation, decision-making, and problem-solving; (2) the extent of the impact of these professional skills on teachers' performance in terms of enhanced teaching efficiency, improved instructional productivity, clear direction and guidance, positive work environment, increased teacher motivation and morale, and higher teacher engagement and commitment; (3) the challenges encountered by school heads in improving teachers' performance; and (4) the solutions offered by the respondents. Prior to its administration, the questionnaire underwent expert validation and pilot testing to establish its validity and reliability. Appropriate revisions were incorporated based on the recommendations of the validators.

Prior to data collection, permission to conduct the study was secured from the Schools Division Superintendent of the Division of Camarines Sur and the respective school heads. The approved questionnaire was personally administered to the respondents. The researcher ensured that participation was voluntary and that all responses were treated with strict confidentiality. Ethical standards, including informed consent, anonymity, confidentiality, and the protection of respondents' rights, were strictly observed throughout the conduct of the study.

The data gathered were encoded, organized, and analyzed using appropriate descriptive and inferential statistical tools. Frequency counts, percentages, weighted mean, and ranking were used to describe the respondents' assessments. Kendall's Coefficient of Concordance (W) was employed to determine the significant agreement among the respondents' rankings regarding the professional skills of school heads, the impact of these skills on teachers' performance, and the challenges encountered and corresponding solutions. The findings served as the basis for the formulation of an action plan intended to further strengthen the professional competencies of school heads and improve teachers' performance.

III. WRITE DOWN YOUR STUDIES AND FINDINGS

The study investigated the professional skills of school heads and their impact on teachers' performance in the Division of Camarines Sur. The results revealed that respondents consistently perceived school heads as demonstrating a high level of professional competence across all seven dimensions, namely leadership, innovation, information technology, communication, delegation, decision-making, and problem-solving. These competencies contributed positively to teachers' instructional effectiveness and organizational commitment.

Among the professional competencies assessed, leadership obtained the highest overall evaluation. Respondents recognized school heads as effective

instructional leaders who provided clear vision, motivated teachers, promoted collaboration, and ensured the effective implementation of educational programs. Likewise, communication ranked among the highest competencies, indicating that school heads maintained open communication, provided timely feedback, and fostered positive relationships with teachers and other stakeholders. Strong leadership and communication enhanced teachers' confidence, promoted teamwork, and strengthened the school's organizational climate.

Similarly, decision-making and problem-solving received very favorable ratings. Respondents believed that school heads demonstrated sound judgment in addressing school concerns, resolving conflicts, allocating resources, and implementing appropriate interventions during challenging situations. Their ability to make informed decisions contributed significantly to maintaining instructional continuity and organizational efficiency.

The findings also showed that school heads effectively demonstrated innovation and information technology competencies by encouraging the integration of technology into teaching and administrative functions. Respondents noted that school leaders supported digital learning initiatives, facilitated technology-based communication, and promoted innovative instructional practices aligned with current educational reforms. Meanwhile, delegation was likewise rated highly, indicating that school heads appropriately assigned responsibilities, empowered teachers to participate in school governance, and promoted shared leadership among faculty members.

The overall findings suggest that school heads in the Division of Camarines Sur possess professional competencies that are consistent with the expectations of the Philippine Professional Standards for School Heads (PPSSH) and contemporary educational leadership practices. These competencies enable school leaders to establish supportive learning environments that encourage teacher growth, collaboration, and instructional excellence.

Impact of Professional Skills on Teachers' Performance. The study further revealed that the professional skills of school heads had a high positive impact on teachers' performance. Respondents agreed that competent school leadership significantly enhanced teaching efficiency, instructional productivity, teacher motivation, work environment, engagement, and commitment.

Among the indicators of teacher performance, enhanced teaching efficiency received one of the highest ratings. Teachers reported that effective instructional supervision, timely monitoring, and constructive feedback from school heads enabled them to improve lesson preparation, classroom management, and instructional delivery. Likewise, clear direction and guidance enabled teachers to understand school goals, instructional expectations, and performance standards more effectively.

Respondents also indicated that competent school leadership fostered a positive working environment characterized by trust, collaboration, mutual respect, and professional support. Such an environment increased teachers' motivation and morale, resulting in stronger commitment to school programs and improved instructional productivity. Furthermore, teachers became more actively involved in school improvement initiatives because they felt valued, supported, and empowered by their school administrators.

These findings support existing literature emphasizing that instructional leadership, effective communication, participative decision-making, and transformational leadership positively influence teacher effectiveness, organizational commitment, and student learning outcomes.

Challenges Encountered by School Heads. Despite the favorable assessments, respondents identified several challenges that continue to affect teacher performance. The most frequently identified concerns included:

1. limited instructional and financial resources;
2. increasing teacher workload;
3. facilities management concerns;

4. pressure brought about by standardized assessments;
5. difficulties in maintaining student discipline and behavior management.

These challenges continue to affect the delivery of quality instruction despite the professional competencies demonstrated by school heads. Resource limitations particularly constrained the implementation of innovative programs and professional development activities, while increasing administrative demands reduced the amount of time available for instructional supervision.

Solutions Identified by the Respondents. To address these concerns, respondents recommended strengthening leadership development programs, increasing financial and instructional support, expanding teacher professional development opportunities, improving school facilities, enhancing collaboration among stakeholders, and maximizing the use of educational technology. They likewise emphasized strengthening partnerships with local government units, community organizations, and other stakeholders to supplement available school resources.

Implications of the Findings

The findings demonstrate that the professional skills of school heads serve as significant contributors to improved teacher performance. Effective educational leadership creates an environment that encourages collaboration, professional growth, organizational commitment, and continuous school improvement. Although several organizational challenges remain, strengthening leadership competencies through continuous professional development, policy support, and strategic resource management can further enhance teacher effectiveness and educational quality in the Division of Camarines Sur.

VI. CONCLUSION

The findings of this study established that school heads in the Division of Camarines Sur demonstrated a high level of professional competence in leadership, innovation, information technology, communication, delegation, decision-making, and problem-solving.

These competencies significantly contributed to enhancing teachers' instructional efficiency, productivity, motivation, work environment, engagement, and organizational commitment. Effective educational leadership fostered a collaborative school culture where teachers received appropriate guidance, professional support, and opportunities for continuous growth.

The study likewise revealed that although school heads possess strong professional competencies, they continue to encounter challenges related to limited instructional and financial resources, teacher workload, facilities management, standardized assessment demands, and student discipline. These challenges require continuous support from educational leaders, policymakers, and stakeholders to sustain instructional quality and organizational effectiveness.

The study confirms that the professional skills of school heads are essential determinants of teacher performance and organizational success. Strengthening leadership development programs, promoting continuous professional learning, expanding technology integration, improving resource allocation, and encouraging collaborative school governance are vital strategies for further enhancing teacher effectiveness and improving the quality of basic education in the Division of Camarines Sur.

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