



SCHOOL HEADS' INTERPERSONAL, INFORMATIONAL, AND DECISIONAL SKILLS AND TEACHERS' TEACHING PERFORMANCE

DANILO B. PEPITO

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

daniло.pepito002@deped.gov.ph

ABSTRACT

This study determined the significant relationship between School Heads' Interpersonal, Informational, and Decisional Skills and Teachers' Teaching Performance. A proposed instructional enhancement plan was formulated based on the results of the study. This study used a descriptive–correlational research design to determine the significant relationship between school heads' interpersonal, informational, and decisional skills and teachers' teaching performance. The descriptive method described the level of school heads' managerial skills in terms of interpersonal, informational, and decisional aspects, as well as the level of teachers' teaching performance. The correlational method examined the relationship between school heads' skills and teachers' teaching performance. The results of the study formed the basis for proposing an instructional supervisory plan.

The test of relationship between school heads' skills and teachers' teaching performance determined the relationship between school heads' interpersonal skills, informational skills, and decisional skills and teachers' teaching performance using Pearson's

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r correlation coefficient and t-test. The findings revealed that all computed values showed significant relationships, indicating that the managerial skills of school heads were strongly associated with teachers' teaching performance. The results further showed that all computed values were greater than the table value at a given level of significance, leading to the rejection of the null hypothesis in all variables tested.

The relationship between school heads' interpersonal skills and teachers' teaching performance yielded a Pearson r-value interpreted as a "Very Strong Positive" relationship. The computed value was greater than the table value, resulting in the rejection of the null hypothesis. This indicates that school heads' interpersonal skills significantly influenced teachers' teaching performance. The findings suggest that school heads who effectively communicated with teachers, built positive relationships, resolved conflicts fairly, and provided motivation and support contributed positively to the improvement of teachers' classroom performance and instructional effectiveness. Meanwhile, the relationship between school heads' informational skills and teachers' teaching performance obtained a Pearson r-value interpreted as a "Very Strong Positive" relationship. The computed value exceeded the table value, leading to the rejection of the null hypothesis. This result indicates that school heads' informational skills had a significant relationship with teachers' teaching performance. Likewise, the relationship between school heads' decisional skills and teachers' teaching performance yielded a Pearson r-value also interpreted as a "Very Strong Positive" relationship. The computed value was likewise greater than the table value, resulting in the rejection of the null hypothesis. These findings indicate that school heads who effectively

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gathered and disseminated information, monitored instructional performance, utilized data for decision-making, solved school issues strategically, involved teachers in decision-making processes, and managed resources efficiently contributed greatly to the enhancement of teachers' teaching performance.

The results imply that school heads' managerial skills significantly influenced teachers' teaching performance in various aspects of instruction and classroom management. Specifically, the interpersonal skills of school heads, informational skills, and decisional skills all yielded "Very Strong Positive" relationships, with computed values exceeding the table value. Since all computed values were higher than the table value, the null hypothesis was rejected in all variables tested. The findings imply that school heads who possessed effective interpersonal, informational, and decisional skills were more capable of supporting teachers, strengthening instructional supervision, promoting collaboration, and improving overall teaching performance. Furthermore, the consistently strong positive relationships suggest that the managerial competencies of school heads play a vital role in fostering teacher effectiveness, instructional quality, and school improvement.

Keywords: *School Head's Interpersonal, Informational, Decisional Skills, Teachers' Performance*

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INTRODUCTION

School leadership plays a vital role in ensuring the effectiveness of teachers and the overall success of the educational system. In every school organization, the school head serves as the instructional leader who guides teachers, supervises teaching practices, and creates a learning environment that promotes academic excellence. The leadership effectiveness of school heads can be reflected through their interpersonal, informational, and decisional skills, which are essential components in managing the school and supporting teachers in performing their professional responsibilities. These skills help school leaders establish productive relationships with teachers, communicate important information, and make decisions that directly influence the teaching and learning process.

Interpersonal skills refer to the ability of school heads to build strong and positive relationships with teachers, students, parents, and other stakeholders. These skills include effective communication, empathy, teamwork, and the ability to motivate teachers toward achieving educational goals. When school heads demonstrate strong interpersonal skills, they can foster a supportive and collaborative working environment. Teachers who feel respected, valued, and encouraged by their leaders are more likely to perform their duties with greater commitment and enthusiasm. In addition, effective interpersonal relationships between school heads and teachers promote open communication, allowing teachers to share their concerns, ideas, and suggestions for improving classroom instruction.

Informational skills, on the other hand, involve the ability of school heads to gather, analyze, and disseminate relevant information necessary for effective school management and

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instructional improvement. School heads are responsible for providing teachers with updated information regarding curriculum implementation, educational policies, teaching strategies, and assessment practices. By effectively sharing important information, school heads ensure that teachers are well-informed and equipped with the necessary knowledge to perform their instructional tasks effectively. Informational skills also allow school heads to monitor school operations, evaluate teaching practices, and provide teachers with appropriate guidance to improve their performance.

Meanwhile, decisional skills refer to the ability of school heads to make sound and timely decisions that benefit the school and its stakeholders. These decisions may involve instructional supervision, allocation of resources, implementation of school programs, and addressing challenges faced by teachers and students. Effective decision-making requires school heads to carefully analyze situations, consider different alternatives, and choose the most appropriate actions that will support teachers and enhance student learning outcomes. When school heads demonstrate strong decisional skills, they can provide clear direction and guidance to teachers, which ultimately contributes to improved teaching performance.

Teachers' teaching performance is another significant factor in achieving quality education. Teaching performance refers to the ability of teachers to effectively plan lessons, deliver instruction, manage the classroom environment, and assess students' learning progress. Teachers who demonstrate high levels of teaching performance can engage students in meaningful learning experiences and help them achieve academic success. However, teachers' effectiveness in the classroom can be influenced by various factors,

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including the leadership and support provided by school heads. When school heads actively support teachers through effective leadership practices, teachers become more motivated to improve their instructional methods and professional competencies.

According to Bush (2018), effective school leadership significantly contributes to teacher development and improved instructional practices. The author emphasized that school heads who demonstrate strong interpersonal communication, effective information management, and sound decision-making skills are better able to guide teachers toward achieving better teaching outcomes. Bush further explained that leadership practices that encourage collaboration, information sharing, and teacher participation in decision-making processes can positively influence teachers' motivation and commitment to their profession. This highlights the importance of school heads' leadership competencies in promoting a productive school environment and improving teachers' teaching performance.

From the researcher's perspective, improving teachers' teaching performance requires the active involvement of school heads through various leadership strategies. School heads may implement continuous instructional supervision, provide professional development opportunities, encourage collaborative learning among teachers, and offer constructive feedback after classroom observations. Additionally, fostering a culture of open communication within the school can help teachers feel supported and motivated to improve their teaching practices. School heads can also organize mentoring programs, conduct regular meetings to discuss instructional concerns, and promote teamwork among teachers to address challenges encountered in the classroom. Through these strategies, school heads can

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strengthen teachers' professional growth and enhance the quality of instruction provided to students.

Considering the significant role of school heads in influencing teachers' performance, it becomes necessary to examine how their interpersonal, informational, and decisional skills affect the effectiveness of teachers in the classroom. Understanding this relationship will provide valuable insights into how leadership practices contribute to improved teaching performance and better educational outcomes. Therefore, this study is conducted to determine the relationship between school heads' interpersonal, informational, and decisional skills and teachers' teaching performance. The findings of this study may provide useful information for school administrators, teachers, and educational leaders in developing leadership strategies that will enhance teachers' performance and ultimately improve the quality of education in schools.

This study determined the significant relationship between School Heads' Interpersonal, Informational, and Decisional Skills and Teachers' Teaching Performance. A proposed instructional enhancement plan was formulated based on the results of the study. Specifically, this study sought to answer the following questions:

1. What is the level of the school heads' interpersonal skills in terms of:
 - 1.1 Communication Skills;
 - 1.2 Relationship Building;
 - 1.3 Conflict Resolution Skills;
 - 1.4 Motivation and Support to Teachers; and

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- 1.5 Collaboration and Teamwork?

- 2. What is the level of the school heads' informational skills in terms of:
 - 2.1 Information Gathering;
 - 2.2 Information Dissemination;
 - 2.3 Monitoring and Reporting;
 - 2.4 Communication of Policies and Guidelines; and
 - 2.5 Utilization of Information for Instructional Improvement?

- 3. What is the level of the school heads' decisional skills in terms of:
 - 3.1 Problem-Solving and Critical Thinking;
 - 3.2 Strategic Decision-Making;
 - 3.3 Participatory Decision-Making;
 - 3.4 Resource Allocation and Management; and
 - 3.5 Innovation and Change Management?

- 4. What is the level of teachers' teaching performance in terms of:
 - 4.1 Lesson Planning and Preparation;
 - 4.2 Instructional Delivery;
 - 4.3 Classroom Management;
 - 4.4 Assessment of Learning; and
 - 4.5 Professional Development and Growth?

- 5. Is there a significant relationship between the following:
 - 5.1 School Heads' Interpersonal Skills and Teachers' Teaching Performance?

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5.2 School Heads' Informational Skills and Teachers' Teaching Performance?

5.3 School Heads' Decisional Skills and Teachers' Teaching Performance?

6. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Null Hypotheses

H0 – There is no significant relationship between the following:

School Heads' Interpersonal Skills and Teachers' Teaching Performance;

School Heads' Informational Skills and Teachers' Teaching Performance; and

School Heads' Decisional Skills and Teachers' Teaching Performance.

METHODOLOGY

Design. This study used a descriptive–correlational research design to determine the significant relationship between school heads' interpersonal, informational, and decisional skills and teachers' teaching performance. The descriptive method described the level of school heads' managerial skills in terms of interpersonal, informational, and decisional aspects, as well as the level of teachers' teaching performance. The correlational method examined the relationship between school heads' skills and teachers' teaching performance. The results of the study formed the basis for proposing an instructional supervisory plan.

The main locale of the study was in Villaba National Comprehensive High School and Sulpa National High School in the Division of Leyte. The study used a structured

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questionnaire as the main instrument. The questionnaire is adapted from related studies and modified to fit the objectives of this research.

The questionnaire contains two main parts:

Part I. School Heads' Managerial Skills

This part measures the level of school heads' skills in three areas:

Interpersonal Skills – communication skills, relationship building, conflict resolution, motivation and support to teachers, and collaboration and teamwork

Informational Skills – information gathering, information dissemination, monitoring and reporting, communication of policies and guidelines, and utilization of information for instructional improvement

Decisional Skills – problem-solving and critical thinking, strategic decision-making, participatory decision-making, resource allocation and management, and innovation and change management

Part II. Teachers' Teaching Performance

This part measures teachers' teaching performance in terms of:

Lesson planning and preparation

Instructional delivery

Classroom management

Assessment of learning

Professional development and growth

The questionnaire uses a five-point Likert scale to measure respondents' answers.

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Sampling The respondents of the study were the 54 Teachers and 2 School Heads that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within 1 month (30 days), the researcher asked permission from the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter content was given to the public-school district supervisor, school principal, and the teachers who had the respondents under their care.

The researcher distributed the survey questionnaires to the head teachers to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r .

The data were collated and submitted to the appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

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Mean – determined the level of school heads’ interpersonal, informational, and decisional skills and teachers’ teaching performance.

Standard Deviation – measured the consistency of the respondents’ answers.

Pearson Product-Moment Correlation Coefficient (r) – determined the significant relationship between school heads’ managerial skills and teachers’ teaching performance.

RESULTS AND DISCUSSION

TABLE 1

SCHOOL HEADS’ INTERPERSONAL SKILLS

Domain	Indicator	Weighted Mean	Interpretation
Communication Skills	The school head clearly communicates school goals and expectations to teachers.	3.64	High
	The school head listens attentively to teachers’ concerns and suggestions.	3.84	High
	The school head provides clear instructions regarding school activities and programs.	3.83	High
	The school head encourages open communication among teachers and staff.	3.82	High

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Domain	Indicator	Weighted Mean	Interpretation
	The school head gives constructive feedback to improve teachers' performance.	3.73	High
Relationship Building	The school head establishes positive relationships with teachers.	4.02	High
	The school head treats teachers with respect and fairness.	4.12	High
	The school head promotes trust and mutual understanding among staff.	4.01	High
	The school head maintains a supportive working environment.	4.06	High
	The school head shows genuine concern for teachers' welfare.	4.03	High
Conflict Resolution Skills	The school head addresses conflicts among teachers promptly.	3.97	High
	The school head resolves disagreements in a fair and unbiased manner.	3.96	High
	The school head encourages peaceful resolution of problems.	4.02	High
	The school head facilitates dialogue among teachers to settle issues.	3.88	High
	The school head promotes harmony in the workplace.	4.01	High

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Domain	Indicator	Weighted Mean	Interpretation
Motivation and Support to Teachers	The school head recognizes teachers' achievements and efforts.	4.04	High
	The school head encourages teachers to perform their best.	4.05	High
	The school head provides emotional and professional support to teachers.	4.06	High
	The school head motivates teachers to participate in school programs.	4.02	High
	The school head inspires teachers to improve their teaching performance.	4.07	High

OVERALL WEIGHTED MEAN: 3.94 → HIGH

LEGEND (5-Point Likert Scale)

- **4.21 – 5.00** = Very High (Strongly Agree / Highly Observed)
- **3.26 – 4.20** = High (Agree / Moderately Observed)
- **2.51 – 3.25** = Moderate (Neutral / Fairly Observed)
- **1.76 – 2.50** = Low (Disagree / Less Observed)
- **1.00 – 1.75** = Very Low (Strongly Disagree / Not Observed at All)

This table presents the level of school heads' interpersonal skills in terms of communication skills, relationship building, conflict resolution skills, and motivation and

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support to teachers. The findings revealed that all indicators were interpreted as “High,” indicating that the respondents positively perceived the interpersonal skills demonstrated by school heads in managing teachers and maintaining effective relationships within the school environment. The overall weighted mean of 3.94 further suggests that school heads moderately observed and consistently practiced interpersonal skills in the performance of their managerial functions.

In terms of communication skills, the respondents rated all indicators as “High.” The highest-rated indicator was “The school head listens attentively to teachers’ concerns and suggestions” with a weighted mean of 3.84, followed closely by “The school head provides clear instructions regarding school activities and programs” with 3.83, and “The school head encourages open communication among teachers and staff” with 3.82. Meanwhile, “The school head gives constructive feedback to improve teachers’ performance” obtained 3.73, while “The school head clearly communicates school goals and expectations to teachers” received the lowest weighted mean of 3.64, though still interpreted as “High.” These results indicate that school heads were effective communicators who promoted openness, clarity, and collaboration among teachers and staff.

As to relationship building, all indicators likewise garnered “High” interpretations. The highest-rated statement was “The school head treats teachers with respect and fairness” with a weighted mean of 4.12, followed by “The school head maintains a supportive working environment” with 4.06, and “The school head shows genuine concern for teachers’ welfare” with 4.03. In addition, “The school head establishes positive relationships with teachers”

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obtained 4.02, while "The school head promotes trust and mutual understanding among staff" received 4.01. For conflict resolution skills, the respondents rated "The school head encourages peaceful resolution of problems" highest with a weighted mean of 4.02, followed by "The school head promotes harmony in the workplace" with 4.01. Meanwhile, "The school head addresses conflicts among teachers promptly" obtained 3.97, "The school head resolves disagreements in a fair and unbiased manner" garnered 3.96, and "The school head facilitates dialogue among teachers to settle issues" received the lowest weighted mean of 3.88, though all remained interpreted as "High." Furthermore, under motivation and support to teachers, "The school head inspires teachers to improve their teaching performance" obtained the highest weighted mean of 4.07, followed by "The school head provides emotional and professional support to teachers" with 4.06, "The school head encourages teachers to perform their best" with 4.05, "The school head recognizes teachers' achievements and efforts" with 4.04, and "The school head motivates teachers to participate in school programs" with 4.02. These findings demonstrate that school heads effectively motivated and supported teachers in both professional and personal aspects.

The results imply that school heads possessed commendable interpersonal skills that contributed positively to the school environment and teachers' professional experiences. The overall weighted mean of 3.94, interpreted as "High," indicates that school heads consistently demonstrated effective communication, relationship building, conflict resolution, and motivational support in their leadership practices. The findings further imply that teachers perceived their school heads as approachable, fair, supportive, and capable of maintaining

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harmonious relationships within the school community. Such interpersonal competencies are essential in promoting collaboration, teacher morale, professional growth, and organizational effectiveness. Moreover, the high ratings across all domains suggest that school heads played a significant role in fostering a positive and productive learning environment where teachers felt valued, respected, and encouraged to perform effectively in their duties.

TABLE 2
SCHOOL HEADS' INFORMATIONAL SKILLS

Domain	Indicator	Weighted Mean	Interpretation
Information Gathering	The school head regularly gathers information about teachers' instructional needs.	3.84	High
	The school head collects data regarding students' academic performance.	3.86	High
	The school head seeks feedback from teachers about school programs.	3.82	High
	The school head gathers information from meetings and reports.	3.90	High

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Domain	Indicator	Weighted Mean	Interpretation
	The school head keeps updated on educational policies and reforms.	4.01	High
Information Dissemination	The school head shares important information with teachers promptly.	4.02	High
	The school head clearly explains school policies to teachers.	4.03	High
	The school head provides updates regarding educational programs.	4.00	High
	The school head communicates important announcements effectively.	4.01	High
	The school head ensures teachers are well informed about school matters.	4.04	High
Monitoring and Reporting	The school head monitors teachers' classroom performance regularly.	3.95	High
	The school head reviews instructional reports submitted by teachers.	3.92	High

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Domain	Indicator	Weighted Mean	Interpretation
	The school head tracks student learning outcomes.	3.96	High
	The school head prepares reports on school performance.	3.94	High
	The school head uses monitoring results to improve instruction.	4.05	High
Communication of Policy and Guidelines	The school head explains DepEd policies clearly to teachers.	4.03	High
	The school head ensures teachers understand school regulations.	4.02	High
	The school head provides orientation on new policies.	4.01	High
	The school head clarifies guidelines related to teaching tasks.	4.00	High
	The school head communicates changes in policies effectively.	4.04	High
Utilization of Information for Instructional Improvement	The school head uses school data to guide instructional decisions.	4.02	High

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Domain	Indicator	Weighted Mean	Interpretation
	The school head analyzes student results to improve teaching strategies.	4.03	High
	The school head uses monitoring results to plan teacher development programs.	4.01	High
	The school head encourages teachers to use data in lesson improvement.	4.00	High
	The school head applies gathered information to enhance teaching practices.	4.05	High

OVERALL WEIGHTED MEAN: 4.00 → HIGH

LEGEND (5-Point Likert Scale)

- **4.21 – 5.00** = Very High (Strongly Agree / Highly Observed)
- **3.26 – 4.20** = High (Agree / Moderately Observed)
- **2.51 – 3.25** = Moderate (Neutral / Fairly Observed)
- **1.76 – 2.50** = Low (Disagree / Less Observed)
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This table presents the level of school heads' informational skills in terms of information gathering, information dissemination, monitoring and reporting, communication of policy and guidelines, and utilization of information for instructional improvement. The findings revealed that all indicators were interpreted as "High," indicating that the respondents positively perceived the informational skills demonstrated by school heads in managing, communicating, and utilizing educational information within the school setting. The overall weighted mean of 4.00 further indicates that school heads consistently practiced effective informational skills that contributed to efficient school management and instructional improvement.

In terms of information gathering, all indicators obtained "High" interpretations. The highest-rated indicator was "The school head keeps updated on educational policies and reforms" with a weighted mean of 4.01, followed by "The school head gathers information from meetings and reports" with 3.90, and "The school head collects data regarding students' academic performance" with 3.86. Meanwhile, "The school head regularly gathers information about teachers' instructional needs" obtained 3.84, while "The school head seeks feedback from teachers about school programs" received the lowest weighted mean of 3.82, though still interpreted as "High." For information dissemination, "The school head ensures teachers are well informed about school matters" obtained the highest weighted mean of 4.04, followed by "The school head clearly explains school policies to teachers" with 4.03. In addition, "The school head shares important information with teachers promptly" and "The school head communicates important announcements effectively" garnered weighted means of 4.02 and 4.01, respectively, while "The school head provides updates regarding educational programs"

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received 4.00. These findings indicate that school heads effectively managed and communicated relevant information necessary for school operations and instructional practices.

As to monitoring and reporting, all indicators were likewise interpreted as "High." The highest-rated statement was "The school head uses monitoring results to improve instruction" with a weighted mean of 4.05, followed by "The school head tracks student learning outcomes" with 3.96, and "The school head monitors teachers' classroom performance regularly" with 3.95. Meanwhile, "The school head prepares reports on school performance" garnered 3.94, while "The school head reviews instructional reports submitted by teachers" obtained the lowest weighted mean of 3.92. In terms of communication of policy and guidelines, "The school head communicates changes in policies effectively" ranked highest with a weighted mean of 4.04, followed by "The school head explains DepEd policies clearly to teachers" with 4.03 and "The school head ensures teachers understand school regulations" with 4.02. Moreover, "The school head provides orientation on new policies" obtained 4.01, while "The school head clarifies guidelines related to teaching tasks" received 4.00. Furthermore, underutilization of information for instructional improvement, "The school head applies gathered information to enhance teaching practices" obtained the highest weighted mean of 4.05, followed by "The school head analyzes student results to improve teaching strategies" with 4.03 and "The school head uses school data to guide instructional decisions" with 4.02. Meanwhile, "The school head uses monitoring results to plan teacher development programs" garnered 4.01, while "The school head encourages teachers to use data in lesson

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improvement” received 4.00. These results demonstrate that school heads effectively utilized information and data to support instructional planning, policy implementation, and school improvement initiatives.

The results imply that school heads demonstrated strong informational skills that contributed significantly to effective school management and instructional leadership. The overall weighted mean of 4.00, interpreted as “High,” indicates that school heads were capable of gathering relevant information, disseminating important updates, monitoring instructional performance, communicating policies effectively, and utilizing educational data for instructional improvement. The findings further imply that school heads ensured teachers remained informed about school matters, policies, and educational reforms while also promoting data-driven decision-making practices within the school. The high ratings across all domains suggest that school heads played an important role in enhancing organizational efficiency, strengthening communication systems, and supporting continuous instructional improvement through proper use of information and monitoring processes.

TABLE III

SCHOOL HEADS’ DECISIONAL SKILLS

Domain	Indicator	Weighted Mean	Interpretation
Problem-Solving and Critical Thinking	The school head analyzes problems carefully before making decisions.	3.78	High
	The school head identifies possible solutions to school issues.	3.79	High

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Domain	Indicator	Weighted Mean	Interpretation
	The school head considers different perspectives when solving problems.	3.76	High
	The school head evaluates the consequences of decisions.	3.75	High
	The school head resolves school issues effectively.	3.77	High
Strategic Decision-Making	The school head plans long-term strategies for school improvement.	3.80	High
	The school head sets clear priorities for school programs.	3.81	High
	The school head aligns decisions with school goals.	3.82	High
	The school head develops plans for instructional improvement.	3.81	High
	The school head evaluates strategic plans regularly.	3.79	High
Participatory Decision-Making	The school head consults teachers before making important decisions.	3.84	High
	The school head encourages teachers' participation in planning.	3.83	High
	The school head values teachers' suggestions.	3.85	High

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Domain	Indicator	Weighted Mean	Interpretation
	The school head involves teachers in solving school problems.	3.84	High
	The school head promotes shared decision-making.	3.86	High
Resource Allocation Management	The school head allocates resources effectively for instructional needs.	3.82	High
	The school head ensures proper use of school funds and materials.	3.83	High
	The school head provides adequate teaching resources.	3.84	High
	The school head prioritizes resources for teaching improvement.	3.81	High
	The school head monitors the use of school resources.	3.80	High
Innovation and Change Management	The school head encourages innovative teaching strategies.	3.78	High
	The school head supports new programs for instructional improvement.	3.79	High
	The school head manages changes in school policies effectively.	3.80	High
	The school head encourages teachers to adopt new teaching approaches.	3.79	High

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Domain	Indicator	Weighted Mean	Interpretation
	The school head promotes continuous school improvement.	3.81	High

OVERALL WEIGHTED MEAN: 3.80 → HIGH

LEGEND (5-Point Likert Scale)

- 4.21 – 5.00 = Very High (Strongly Agree / Highly Observed)
- 3.26 – 4.20 = High (Agree / Moderately Observed)
- 2.51 – 3.25 = Moderate (Neutral / Fairly Observed)
- 1.76 – 2.50 = Low (Disagree / Less Observed)
- 1.00 – 1.75 = Very Low (Strongly Disagree / Not Observed at All)

This table presents the level of school heads’ decisional skills in terms of problem-solving and critical thinking, strategic decision-making, participatory decision-making, resource allocation management, and innovation and change management. The findings revealed that all indicators were interpreted as “High,” indicating that the respondents positively perceived the decisional skills demonstrated by school heads in managing school operations, addressing instructional concerns, and implementing school improvement initiatives. The overall weighted mean of 3.80 further indicates that school heads consistently demonstrated effective decisional skills in carrying out their leadership and administrative responsibilities.

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In terms of problem-solving and critical thinking, all indicators were interpreted as "High." The highest-rated indicator was "The school head identifies possible solutions to school issues" with a weighted mean of 3.79, followed by "The school head analyzes problems carefully before making decisions" with 3.78, and "The school head resolves school issues effectively" with 3.77. Meanwhile, "The school head considers different perspectives when solving problems" obtained 3.76, while "The school head evaluates the consequences of decisions" received the lowest weighted mean of 3.75, though still interpreted as "High." Under strategic decision-making, "The school head aligns decisions with school goals" garnered the highest weighted mean of 3.82, followed by "The school head sets clear priorities for school programs" and "The school head develops plans for instructional improvement," both with 3.81. In addition, "The school head plans long-term strategies for school improvement" obtained 3.80, while "The school head evaluates strategic plans regularly" received 3.79. These findings indicate that school heads were capable of analyzing problems and making strategic decisions aligned with the goals and objectives of the school.

As to participatory decision-making, all indicators also obtained "High" interpretations. The highest-rated statement was "The school head promotes shared decision-making" with a weighted mean of 3.86, followed by "The school head values teachers' suggestions" with 3.85. Meanwhile, "The school head consults teachers before making important decisions" and "The school head involves teachers in solving school problems" both garnered 3.84, while "The school head encourages teachers' participation in planning" obtained 3.83. For resource allocation management, "The school head provides adequate teaching resources" ranked

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highest with a weighted mean of 3.84, followed by "The school head ensures proper use of school funds and materials" with 3.83 and "The school head allocates resources effectively for instructional needs" with 3.82. In addition, "The school head prioritizes resources for teaching improvement" obtained 3.81, while "The school head monitors the use of school resources" received 3.80. Furthermore, under innovation and change management, "The school head promotes continuous school improvement" garnered the highest weighted mean of 3.81, followed by "The school head manages changes in school policies effectively" with 3.80. Meanwhile, "The school head supports new programs for instructional improvement" and "The school head encourages teachers to adopt new teaching approaches" both obtained 3.79, while "The school head encourages innovative teaching strategies" received 3.78. These results indicate that school heads effectively involved teachers in decision-making processes, managed school resources responsibly, and promoted innovation and continuous improvement within the school environment.

The results imply that school heads possessed effective decisional skills necessary for managing school operations, solving problems, implementing strategic plans, and promoting collaborative decision-making practices. The overall weighted mean of 3.80, interpreted as "High," indicates that school heads demonstrated competence in analyzing school issues, aligning decisions with school goals, involving teachers in planning and problem-solving, allocating resources appropriately, and encouraging innovation in instructional practices. The findings further imply that school heads valued teachers' participation and maintained a collaborative leadership approach that fostered shared responsibility and accountability within

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the school community. Moreover, the consistently high ratings across all domains suggest that school heads played an important role in ensuring effective school governance, supporting instructional improvement, and promoting positive organizational change through sound decision-making practices.

TABLE IV

TEACHERS' TEACHING PERFORMANCE

Domain	Indicator	Weighted Mean	Interpretation
Classroom Management	Establishes clear classroom routines	4.67	Very High
	Maintains effective discipline	4.55	Very High
	Manages time transitions well	4.56	Very High
Instructional Delivery	Communicates lesson objectives clearly	4.65	Very High
	Uses appropriate teaching strategies	4.78	Very High
	Engages students actively	4.63	Very High
Student Engagement	Encourages student participation	4.70	Very High
	Promotes collaborative learning	4.64	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	Responds to students' needs	4.66	Very High
Assessment and Feedback	Monitors student progress	4.71	Very High
	Provides constructive feedback	4.63	Very High
	Uses varied assessment methods	4.68	Very High

OVERALL WEIGHTED MEAN: 4.66 → VERY HIGH

LEGEND (5-Point Likert Scale)

- **4.21 – 5.00** = Very High (Strongly Agree / Highly Observed)
- **3.26 – 4.20** = High (Agree / Moderately Observed)
- **2.51 – 3.25** = Moderate (Neutral / Fairly Observed)
- **1.76 – 2.50** = Low (Disagree / Less Observed)
- **1.00 – 1.75** = Very Low (Strongly Disagree / Not Observed at All)

This table presents the level of teachers' teaching performance in terms of classroom management, instructional delivery, student engagement, and assessment and feedback. The findings revealed that all indicators were interpreted as "Very High," indicating that the respondents strongly agreed that teachers consistently demonstrated excellent teaching

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performance in the different aspects of classroom instruction and learning facilitation. The overall weighted mean of 4.66 further indicates that teachers highly observed effective teaching practices that contributed positively to students' learning experiences and academic development.

In terms of classroom management, all indicators were interpreted as "Very High." The highest-rated indicator was "Establishes clear classroom routines" with a weighted mean of 4.67, followed by "Manages time transitions well" with 4.56, and "Maintains effective discipline" with 4.55. These findings indicate that teachers effectively maintained order, structure, and discipline in the classroom, thereby creating a conducive learning environment for students. Under instructional delivery, "Uses appropriate teaching strategies" obtained the highest weighted mean of 4.78, followed by "Communicates lesson objectives clearly" with 4.65, and "Engages students actively" with 4.63. These results demonstrate that teachers utilized effective instructional approaches and communicated lessons clearly to ensure meaningful and engaging learning experiences for students.

As to student engagement, all indicators likewise garnered "Very High" interpretations. The highest-rated statement was "Encourages student participation" with a weighted mean of 4.70, followed by "Responds to students' needs" with 4.66, and "Promotes collaborative learning" with 4.64. These findings suggest that teachers effectively encouraged learners to participate actively in classroom activities while fostering collaboration and responsiveness to students' needs. Furthermore, under assessment and feedback, "Monitors student progress" obtained the highest weighted mean of 4.71, followed by "Uses varied assessment methods"

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with 4.68, and "Provides constructive feedback" with 4.63. These results indicate that teachers consistently monitored learners' progress, applied diverse assessment techniques, and provided feedback that supported students' academic improvement and learning development.

The results imply that teachers demonstrated outstanding teaching performance across all domains of classroom instruction, student engagement, and assessment practices. The overall weighted mean of 4.66, interpreted as "Very High," indicates that teachers effectively managed classrooms, delivered lessons efficiently, encouraged active student participation, and utilized appropriate assessment and feedback strategies. The findings further imply that teachers possessed the competence, dedication, and instructional capability necessary to support students' academic achievement and holistic development. Moreover, the consistently very high ratings across all indicators suggest that teachers maintained high standards of teaching effectiveness and professionalism, which contributed significantly to the creation of a productive and learner-centered educational environment.

TABLE V
TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' SKILLS AND TEACHERS' TEACHING PERFORMANCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Interpersonal Skills (Table 1) and Teachers'	0.89	6.72	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Teaching Performance (Table 4)					
School Heads' Informational Skills (Table 2) and Teachers' Teaching Performance (Table 4)	0.91	7.45	1.96	Reject Ho	Significant Relationship (Very Strong Positive)
School Heads' Decisional Skills (Table 3) and Teachers' Teaching Performance (Table 4)	0.87	6.10	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

This table presents the test of relationship between school heads' skills and teachers' teaching performance. Specifically, it determined the relationship between school heads' interpersonal skills, informational skills, and decisional skills and teachers' teaching performance using Pearson's r correlation coefficient and t-test. The findings revealed that all computed values showed significant relationships, indicating that the managerial skills of school heads were strongly associated with teachers' teaching performance. The results further showed that all computed t-values were greater than the table value of 1.96 at 0.05 level of significance, leading to the rejection of the null hypothesis in all variables tested.

The relationship between school heads' interpersonal skills and teachers' teaching performance yielded a Pearson r-value of 0.89, interpreted as a "Very Strong Positive" relationship. The computed t-value of 6.72 was greater than the table value of 1.96, resulting in the rejection of the null hypothesis. This indicates that school heads' interpersonal skills

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significantly influenced teachers' teaching performance. The findings suggest that school heads who effectively communicated with teachers, built positive relationships, resolved conflicts fairly, and provided motivation and support contributed positively to the improvement of teachers' classroom performance and instructional effectiveness.

Meanwhile, the relationship between school heads' informational skills and teachers' teaching performance obtained a Pearson r-value of 0.91, interpreted as a "Very Strong Positive" relationship. The computed t-value of 7.45 exceeded the table value of 1.96, leading to the rejection of the null hypothesis. This result indicates that school heads' informational skills had a significant relationship with teachers' teaching performance. Likewise, the relationship between school heads' decisional skills and teachers' teaching performance yielded a Pearson r-value of 0.87, also interpreted as a "Very Strong Positive" relationship. The computed t-value of 6.10 was likewise greater than the table value of 1.96, resulting in the rejection of the null hypothesis. These findings indicate that school heads who effectively gathered and disseminated information, monitored instructional performance, utilized data for decision-making, solved school issues strategically, involved teachers in decision-making processes, and managed resources efficiently contributed greatly to the enhancement of teachers' teaching performance.

The results imply that school heads' managerial skills significantly influenced teachers' teaching performance in various aspects of instruction and classroom management. Specifically, the interpersonal skills of school heads obtained a Pearson r-value of 0.89 with a computed t-value of 6.72, informational skills obtained a Pearson r-value of 0.91 with a

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computed t-value of 7.45, while decisional skills garnered a Pearson r-value of 0.87 with a computed t-value of 6.10, all of which were interpreted as “Very Strong Positive” relationships. Since all computed t-values were higher than the table value of 1.96, the null hypothesis was rejected in all variables tested. The findings imply that school heads who possessed effective interpersonal, informational, and decisional skills were more capable of supporting teachers, strengthening instructional supervision, promoting collaboration, and improving overall teaching performance. Furthermore, the consistently strong positive relationships suggest that the managerial competencies of school heads play a vital role in fostering teacher effectiveness, instructional quality, and school improvement.

Conclusion

Based on the results of this study, it can be concluded that school heads’ interpersonal, informational, and decisional skills are strongly and significantly related to teachers’ teaching performance. The findings show that effective leadership practices—such as building positive relationships, communicating and utilizing information efficiently, and making sound and participatory decisions—play a vital role in enhancing teachers’ instructional effectiveness. Moreover, the study affirms that when school heads demonstrate strong managerial competencies, teachers are better supported, more motivated, and more capable of delivering high-quality instruction, ultimately contributing to improved school performance and a more effective learning environment.

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Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Teacher should continuously enhance their instructional practices by engaging in professional development activities, applying varied teaching strategies, and maintaining effective classroom management to further improve learners' academic performance.

The Teacher should also actively collaborate with school heads and colleagues by participating in Learning Action Cells and school-based training sessions to strengthen instructional delivery and student engagement.

The School Heads should further strengthen their interpersonal, informational, and decisional skills by providing consistent instructional support, fostering positive relationships with teachers, and promoting a collaborative and supportive school climate.

The School Heads should also utilize data-driven decision-making, ensure effective dissemination of information, and enhance participatory leadership to sustain continuous school improvement and teacher development.

The Public Schools District Supervisor should provide regular monitoring, technical assistance, and capacity-building programs for school heads to further enhance their instructional supervisory competencies.

The Public Schools District Supervisor should also ensure that school-based management practices are effectively implemented through coaching, mentoring, and evaluation of school leadership performance.

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The Parents should actively support school programs, maintain open communication with teachers and school heads, and encourage their children to actively participate in academic activities.

The Parents should also collaborate with the school in reinforcing positive behavior and providing a supportive home environment conducive to learning.

The Researcher should utilize the findings of this study as a basis for developing effective instructional supervisory enhancement programs that address identified needs in school leadership and teaching performance.

The Future Researchers should conduct similar or expanded studies focusing on other variables such as leadership styles, teacher motivation, or student achievement to further validate and enrich the findings of this study.

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AUTHOR'S PROFILE



DANILO B. PEPITO

The author was born on April 5, 1999, in Palompon, Leyte. He earned his Bachelor's Degree in Secondary Education major in Biological Science from Visayas State University – Villaba Campus as a scholar of the Department of Science and Technology – Science Education Institute. He was also a church leader and previously served as the Youth President of Cluster 4, an experience that helped develop his leadership, communication, and supervisory skills. This inspired him to pursue a Master of Arts in Education major in Administration and Supervision at Western Leyte College, where he is currently completing his degree. At present, he serves as a Teacher III in the Department of Education and teaches at Sulpa National High School. He is also the school coordinator of the ARAL Reading Program and the adviser of several student school organizations, including the Science Club, Barkada Kontra Droga, and YES-O. As an educator and youth molder, he values effective supervision, servant leadership, and holistic development among learners. He remains committed to nurturing responsible, disciplined, and empowered individuals through education and positive guidance.

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