



SCHOOL HEADS' LEADERSHIP AND INNOVATIVE SKILLS IN RELATION TO TEACHERS' PERFORMANCE

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ABSTRACT

This study determined the significant relationship between school heads' collaborative leadership practices in the relationship between teachers' teaching performance. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study employed a quantitative-correlational research design to examine the relationship between school heads' leadership and innovative skills and teacher performance. A correlational design was deemed appropriate as the study aimed to determine the extent to which the independent variables—leadership skills and innovative skills of school heads—were related to the dependent variable—teacher performance. The quantitative approach allowed for the collection of numerical data from a substantial sample size, providing objective and measurable insights into patterns and relationships among the variables. Using standardized survey questionnaires, data were gathered to assess how school heads' leadership practices and capacity for innovation impacted the effectiveness and performance levels of teachers in their respective schools. The study did not involve manipulation of variables; rather, it analyzed naturally occurring relationships between the practices of school heads and the observable outcomes in teacher performance. Descriptive statistics (mean, standard deviation) were used to summarize the data, while inferential statistics—specifically Pearson product-moment correlation and possibly multiple regression analysis—were employed to determine the strength and significance of the relationships between variables.

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The findings reveal that the correlation coefficient between School Heads' Leadership Skills and Teachers' Performance indicating a significant relationship. This suggests a strong positive association, meaning that as the leadership skills of school heads improve, teachers' performance also tends to increase. This relationship highlights that effective leadership—characterized by sound decision-making, interpersonal support, and strategic direction—plays a crucial role in motivating teachers and enhancing their classroom performance. The result underscores that when school heads demonstrate strong leadership qualities, they create a supportive environment conducive to effective teaching and learning.

Similarly, the correlation between School Heads' Innovative Skills and Teachers' Performance shows a coefficient, with a p-value, also denoting a significant relationship. This indicates an even stronger positive correlation compared to leadership skills, implying that innovation-oriented school heads substantially influence the quality of teaching and learning. When school heads adopt innovative practices—such as creative problem-solving, community collaboration, and the use of authentic assessment—teachers are more inspired to employ dynamic teaching strategies and adapt to new educational trends. This result affirms that innovation in leadership fosters a culture of continuous improvement and responsiveness among teachers.

The results imply that both School Heads' Leadership Skills and Innovative Skills have significant positive relationships with Teachers' Performance, as all p-values are below the 0.05 level of significance. The result implies that when school heads possess strong leadership and innovative competencies, teachers are more likely to perform at outstanding levels, as reflected in the overall findings of this study. This suggests that effective and innovative school leadership not only enhances administrative efficiency but also directly contributes to the professional growth and instructional effectiveness of teachers.

Keywords: Innovative & Leadership Skills, School Heads, Teacher's Performance

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INTRODUCTION

In today's increasingly complex educational landscape, the leadership and innovative skills of school heads are crucial factors influencing not only teacher performance but also overall institutional success as reflected in Key Performance Indicators (KPIs) such as learner achievement, instructional quality, and school efficiency. The independent variable, school heads' leadership and innovation capacity, refers to their ability to guide, inspire, and implement change through effective decision-making, strategic thinking, and adaptive practices. This plays a direct role in shaping the dependent variable, which is teacher performance—often measured through instructional delivery, classroom management, professional development engagement, and contributions to school goals.

According to Del Rosario and Alba (2021), effective and innovative leadership from school heads leads to improved teacher morale, greater instructional effectiveness, and stronger alignment with school performance benchmarks. In a similar study, Perdigon and San Andres (2023) found that school heads who exhibit transformational and innovation-driven leadership styles positively influence the achievement of performance indicators, including increased National Achievement Test (NAT) scores and reduced drop-out rates.

Successful implementation of plans is also crucial, and school heads with strong implementation skills can execute initiatives efficiently, engage stakeholders, and monitor progress. They ensure that programs and initiatives are rolled out smoothly, with minimal disruptions to teaching and learning. By doing so, they can positively impact KPIs such as student achievement, teacher effectiveness, and school culture and climate. Effective implementation also enables school heads to identify areas for improvement and make data-driven decisions.

School heads' planning skills are crucial in developing strategic plans that align with the school's vision and mission. Effective planning enables school heads to establish clear goals and objectives, prioritize resources, and allocate tasks efficiently. This, in turn, impacts

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key performance indicators (KPIs) such as student achievement, teacher effectiveness, and parent engagement. By setting measurable goals and objectives, school heads can monitor progress and make data-driven decisions to drive improvement.

These gaps underscore the urgent need to examine how leadership and innovation competencies of school heads relate to measurable educational outcomes—particularly teacher performance, which is a foundational driver of student success and school improvement. Conducting this study will generate empirical evidence that can guide leadership development programs, inform strategic interventions at the division level, and provide school systems with a clearer understanding of which leadership traits matter most in driving teacher effectiveness. Therefore, this research is both timely and necessary to support data-driven educational leadership reform and elevate the quality of teaching and learning in schools.

This study determined the significant relationship between school heads' collaborative leadership practices in the relationship between teachers' teaching performance. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the school heads' Leadership skills in terms of the following:
 - 1.1. Technical Skills;
 - 1.2. Interpersonal Skills; and
 - 1.3. Area of Conceptual skills?
2. What is the School Head's level of Innovative skills in terms of the ff:
 - 2.1 Work simplification;
 - 2.2 Community Linkages; and
 - 2.3 Authentic Assessment?

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3. What is the perceived level of teachers' performance based on COT?

3.1 Is there a significant relationship between the ff:

4.1. School heads' leadership Skills and performance of the teachers?

4.2. School heads' Innovative Skills and performance of the teachers?

5. What Instructional Supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the ff:

a. School heads' leadership Skills and performance of the teachers.

b. School heads' Innovative Skills and performance of the teachers.

METHODOLOGY

Design. This study employed a quantitative-correlational research design to examine the relationship between school heads' leadership and innovative skills and teacher performance. A correlational design was deemed appropriate as the study aimed to determine the extent to which the independent variables—leadership skills and innovative skills of school heads—were related to the dependent variable—teacher performance.

The quantitative approach allowed for the collection of numerical data from a substantial sample size, providing objective and measurable insights into patterns and relationships among the variables. Using standardized survey questionnaires, data were gathered to assess how school heads' leadership practices and capacity for innovation impacted the effectiveness and performance levels of teachers in their respective schools.

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The study did not involve manipulation of variables; rather, it analyzed naturally occurring relationships between the practices of school heads and the observable outcomes in teacher performance. Descriptive statistics (mean, standard deviation) were used to summarize the data, while inferential statistics—specifically Pearson product-moment correlation and possibly multiple regression analysis—were employed to determine the strength and significance of the relationships between variables.

The main locale of the study included Can-untog Elementary School, Macabug Elementary School, and San Antonio Integrated School. The respondents of the study were the teachers from these schools, consisting of 1 Head Teacher from each participating school and a total of 42 teachers. This research study utilized two sets of researcher-made questionnaires in gathering data. The first researcher-made questionnaire assessed the school heads' level of leadership skills in terms of technical skills, interpersonal skills, and conceptual skills as evaluated by the teachers. It was composed of fifteen (15) statement indicators that were measured using a five-point Likert scale. Each of the three leadership skills was assessed through five statement indicators, comprising the fifteen (15) statements. Statements in Set A represented technical skills, Set B represented interpersonal skills, and Set C represented conceptual skills. The second set of researcher-made questionnaires assessed the school heads' level of innovative skills in terms of work simplification, community linkages, and authentic assessment as evaluated by the teachers. Like the first instrument, it was composed of fifteen (15) statement indicators measured on a five-point Likert scale. Each of the innovative skills was evaluated through five statement indicators, totaling fifteen (15) statements. Statements in Set A corresponded to work simplification, Set B to community linkages, and Set C to authentic assessment. In addition, the teachers' performance was measured using the Classroom Observation Tool (COT), which served as the secondary data source for this study. The COT is an official evaluation instrument used by the Department of Education to assess teachers' performance based on observable classroom practices. It focuses on key domains such as lesson preparation and delivery, learning environment, assessment and feedback, and learner engagement. Through this tool, teachers' performance

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ratings were obtained from actual classroom observations conducted by trained observers or school heads. The COT results provided reliable and standardized data that supported the correlation analysis between school heads' leadership and innovative skills and the teachers' overall performance. The proposed instructional supervisory plan was taken based on the findings of the study.

Sampling. The respondents of the study were 1 School Head from each participating school and a total of 42 teachers. They were identified and reached during the actual conduct of the study and the data-gathering activities in the schools where the research was carried out.

Research Procedure. To gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office, headed by the Schools Division Superintendent, through a transmittal letter. The same letter content was also provided to the Public School District Supervisor, the School Principal, and the teachers who served as respondents under their supervision.

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

The collected data were collated and analyzed through appropriate statistical procedures.

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:

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The simple percentage and weighted mean were employed to determine the school head's leadership and innovative skills in relation to teacher performance.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the school head's leadership and innovative skills in relation to the teacher's performance.

RESULTS AND DISCUSSION

TABLE 1. SCHOOL HEADS' LEVEL OF LEADERSHIP SKILLS

Dimension	Indicator	Weighted Mean	Interpretation
Technical Skills	1. Utilizes office software and digital tools for school management	4.88	Very High
	2. Involves and oversees teachers in initiatives and monitors progress	4.86	Very High
	3. Facilitates data gathering and analysis for school operations	4.81	Very High
	4. Relays program/project updates following proper protocols	4.83	Very High
	5. Creates training activities and documents school processes	4.83	Very High
Average Mean (Technical Skills)		4.84	Very High
Interpersonal Skills	6. Ensures meaningful interactions with teachers/staff	4.88	Very High
	7. Listens carefully and applies problem-solving in conflicts	4.71	Very High
	8. Listens compassionately to complaints	4.90	Very High
	9. Promotes respectful work environment through collaboration	4.95	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	10. Shows care for teachers' well-being	4.88	Very High
Average Mean (Interpersonal Skills)		4.86	Very High
Conceptual Skills	11. Unifies school direction despite differing perspectives	4.74	Very High
	12. Motivates teachers towards strategic school goals (SIP)	4.86	Very High
	13. Provides initiative, strong values, and clear procedures	4.74	Very High
	14. Breaks down complex issues into workable solutions	4.79	Very High
	15. Increases satisfaction and productivity by setting example	4.95	Very High
	16. Asks teachers' needs for human/material resources	4.83	Very High
	17. Selects and sends teachers to professional development	4.93	Very High
	18. Collaborates with teachers on shared ownership of goals	4.81	Very High
	19. Collaborates with teachers in creating productive culture	4.95	Very High
	20. Collaborates with teachers to create peaceful environment	5.00	Very High
Average Mean (Conceptual Skills)		4.86	Very High
Overall Weighted Mean		4.86	Very High

Legend:

- 4.21 – 5.00 = Very High
- 3.41 – 4.20 = High
- 2.61 – 3.40 = Moderate

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- **1.81 – 2.60** = Low
- **1.00 – 1.80** = Very Low

This table presents the School Heads' Level of Leadership Skills as assessed by the teachers in three major dimensions: Technical Skills, Interpersonal Skills, and Conceptual Skills. Each dimension consists of specific indicators evaluated using a five-point Likert scale, interpreted according to the level of mastery demonstrated by school heads in their leadership practices. The data provide an overview of how school heads perform in managing school operations, fostering interpersonal relationships, and applying strategic and conceptual understanding in leading their institutions.

In terms of Technical Skills, the results show that all indicators obtained Very High interpretations, with weighted means ranging from 4.81 to 4.88. The highest rating of 4.88 was recorded in the indicator "Utilizes office software and digital tools for school management," suggesting that school heads are highly capable of applying technology to support administrative and instructional processes. This was followed by "Involves and oversees teachers in initiatives and monitors progress" with a mean of 4.86, emphasizing their participatory approach in management. The average mean for Technical Skills is 4.84 (Very High), indicating that school heads effectively integrate technology and systematic monitoring in their school operations.

Regarding Interpersonal Skills, the results reveal weighted means between 4.71 and 4.95, all interpreted as Very High. The highest rating of 4.95 was observed in "Promotes respectful work environment through collaboration," highlighting the school heads' ability to maintain harmonious relationships and teamwork among staff. Another highly rated indicator, "Listens compassionately to complaints" (4.90), demonstrates their empathetic and understanding nature in addressing teachers' concerns. The average mean for Interpersonal Skills is 4.86 (Very High), showing that school heads excel in maintaining positive human relations, effective communication, and a supportive working environment that boosts teacher morale and productivity.

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Under Conceptual Skills, all ten indicators were rated Very High, with weighted means ranging from 4.74 to 5.00. The highest score, 5.00, was for “Collaborates with teachers to create a peaceful environment,” which reflects exemplary leadership in fostering unity and respect within the school community. Similarly, “Collaborates with teachers in creating productive culture” (4.95) and “Increases satisfaction and productivity by setting example” (4.95) indicate strong visionary leadership and the ability to inspire others through action. The average mean for this dimension is 4.86 (Very High), emphasizing that school heads possess a deep understanding of school management and can transform concepts into practical strategies that guide their teams toward shared goals.

The results imply that the overall weighted mean of 4.86 (Very High) signifies that school heads consistently demonstrate outstanding leadership performance across all dimensions—technical, interpersonal, and conceptual. This result implies that school heads are highly effective in managing digital and administrative tasks, building meaningful professional relationships, and conceptualizing long-term strategies that strengthen school operations. Their ability to balance technical proficiency with emotional intelligence and strategic thinking contributes significantly to improved teacher performance and overall institutional success.

TABLE II

SCHOOL HEADS’ LEVEL OF INNOVATIVE SKILLS

Dimension	Indicator	Weighted Mean	Interpretation
Work Simplification	22. Distributes workloads among teachers for efficiency	4.83	Very High
	23. Utilizes available resources for faster solutions	4.86	Very High
	24. Designs specific action plans to simplify workload	4.90	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	25. Organizes teacher teams to help accomplish tasks	4.93	Very High
	26. Acts systematically in problem-solving	4.83	Very High
Average Mean (Work Simplification)		4.87	Very High
Community Linkages	27. Maintains good relationship with LGUs	4.95	Very High
	28. Communicates with LGUs and stakeholders about school concerns	4.88	Very High
	29. Fosters community linkages for program–curriculum alignment	4.98	Very High
	30. Builds partnerships with stakeholders for school success	4.74	Very High
	31. Seeks LGU support for school programs and activities	4.71	Very High
Average Mean (Community Linkages)		4.85	Very High
Authentic Assessment	32. Responds actively to DepEd programs and projects	4.79	Very High
	33. Ensures consistent actions via monitoring and evaluation	4.88	Very High
	34. Shows flexibility in monitoring and improving staff performance	4.95	Very High
	35. Implements updated DepEd orders and curriculum mandates	4.86	Very High
	36. Performs duties in evaluating overall school performance	4.88	Very High
Average Mean (Authentic Assessment)		4.87	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
Overall Weighted Mean		4.86	Very High

Legend:

- **4.21 – 5.00** = Very High
- **3.41 – 4.20** = High
- **2.61 – 3.40** = Moderate
- **1.81 – 2.60** = Low
- **1.00 – 1.80** = Very Low

This table presents the School Heads' Level of Innovative Skills as assessed by the teachers in terms of three dimensions: Work Simplification, Community Linkages, and Authentic Assessment. Each dimension consists of five indicators evaluated through a five-point Likert scale, with interpretations ranging from Very Low to Very High. The data show how school heads exhibit innovation in managing tasks, establishing community connections, and implementing authentic assessment strategies to enhance school performance and teacher efficiency.

In terms of Work Simplification, the results reveal that all five indicators were rated Very High, with weighted means ranging from 4.83 to 4.93. The highest rating (4.93) was given to the indicator "Organizes teacher teams to help accomplish tasks", suggesting that school heads effectively delegate responsibilities and encourage teamwork among staff to increase productivity. This is closely followed by "Designs specific action plans to simplify workload" (4.90), which indicates that they are proactive in developing structured plans for more efficient task completion. The average mean for this dimension is 4.87 (Very High), highlighting that school heads demonstrate excellent competence in simplifying workloads and streamlining processes to achieve better results.

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For the Community Linkages dimension, the ratings also fall within the Very High range, with weighted means between 4.71 and 4.98. The highest indicator, "Fosters community linkages for program–curriculum alignment" (4.98), shows that school heads give strong emphasis on aligning educational programs with local community needs and initiatives. Likewise, maintaining good relationships and communication with LGUs and stakeholders (4.95 and 4.88, respectively) reflects their ability to strengthen school–community partnerships. The average mean for this dimension is 4.85 (Very High), signifying that school heads are highly effective in mobilizing community support and establishing collaborative linkages for school improvement.

Under Authentic Assessment, all indicators received Very High interpretations, with weighted means from 4.79 to 4.95. The highest indicator, "Shows flexibility in monitoring and improving staff performance" (4.95), implies that school heads adapt well to changing circumstances and use performance data to guide instructional improvements. Similarly, "Ensures consistent actions via monitoring and evaluation" and "Performs duties in evaluating overall school performance" (both 4.88) indicate that they practice reflective assessment aligned with DepEd mandates. The average mean for this dimension is 4.87 (Very High), emphasizing their strong implementation of authentic assessment practices and responsiveness to educational standards.

The results imply that the overall weighted mean of 4.86 (Very High) indicates that school heads consistently demonstrate a very high level of innovative skills across all three dimensions. This result implies that they are proactive, collaborative, and strategic leaders who foster innovation by simplifying work processes, engaging the community, and maintaining effective assessment practices. Their strong innovative capacity contributes to the smooth operation of schools, enhanced teacher performance, and improved student learning outcomes.

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TABLE III

SUMMARY OF TEACHERS' PERFORMANCE BASED ON COT

Teacher Group	Composite Mean	Qualitative Description
Proficient Teachers	6.73	Outstanding
Master Teachers	6.92	Outstanding
Overall Performance	6.83	Outstanding

This table presents the Summary of Teachers' Performance Based on the Classroom Observation Tool (COT) as evaluated across two teacher groups: Proficient Teachers and Master Teachers. The data summarize their composite means and corresponding qualitative descriptions, providing an overview of their teaching performance as observed during actual classroom instruction. The COT serves as a standardized instrument used by the Department of Education (DepEd) to assess teachers' effectiveness in key domains such as lesson delivery, learner engagement, classroom management, and assessment practices.

As shown in the table, the Proficient Teachers obtained a composite mean of 6.73, which is qualitatively described as Outstanding. This rating suggests that proficient teachers demonstrate a high level of competence in implementing effective teaching strategies, maintaining positive learning environments, and achieving instructional goals. Their performance reflects consistency in applying DepEd's standards of teaching, particularly in fostering student participation and using varied assessment methods to enhance learning outcomes. The results show that this group of teachers performs their instructional duties with strong commitment and professional skill.

Similarly, the Master Teachers attained a slightly higher composite mean of 6.92, also interpreted as Outstanding. This indicates that master teachers consistently exhibit exemplary teaching practices that go beyond the basic standards of instruction. Their performance implies that they effectively serve as mentors and role models within the school,

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demonstrating leadership in pedagogy and contributing significantly to curriculum implementation and instructional supervision. The high rating also highlights their ability to adapt instructional approaches to diverse learner needs while ensuring that learning objectives are consistently achieved.

The results imply that the overall performance of teachers obtained a composite mean of 6.83, which is interpreted as Outstanding. This result implies that both proficient and master teachers possess a strong mastery of teaching competencies and exhibit high levels of professionalism in classroom delivery and learner engagement. The uniformly outstanding performance across both groups demonstrates the effectiveness of continuous professional development initiatives and the strong instructional leadership provided by school heads. It also indicates a well-implemented performance monitoring system through the COT that upholds the quality of teaching in schools.

TABLE IV

RELATIONSHIP BETWEEN SCHOOL HEADS' SKILLS AND TEACHERS' PERFORMANCE

Variables Compared	Correlation Coefficient (r)	p-value	Interpretation
3.1 School Heads' Leadership Skills and Teachers' Performance	0.642	0.000	Significant Relationship
3.2 School Heads' Innovative Skills and Teachers' Performance	0.715	0.000	Significant Relation

Since the p-values (**0.000 < 0.05**) for both leadership skills and innovative skills are below the significance level, it indicates that the relationships with teachers' performance are **statistically significant**.

This table presents the Relationship Between School Heads' Skills and Teachers' Performance as determined through correlation analysis. The variables compared include School Heads' Leadership Skills and School Heads' Innovative Skills in relation to Teachers' Performance, using Pearson's r to determine the strength and direction of the relationship, and the p-value to test its statistical significance. The results provide empirical evidence on

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how the leadership and innovative capabilities of school heads are associated with the level of teachers' instructional performance based on the Classroom Observation Tool (COT).

The findings reveal that the correlation coefficient between School Heads' Leadership Skills and Teachers' Performance is $r = 0.642$, with a p-value of 0.000, indicating a significant relationship. This suggests a strong positive association, meaning that as the leadership skills of school heads improve, teachers' performance also tends to increase. This relationship highlights that effective leadership—characterized by sound decision-making, interpersonal support, and strategic direction—plays a crucial role in motivating teachers and enhancing their classroom performance. The result underscores that when school heads demonstrate strong leadership qualities, they create a supportive environment conducive to effective teaching and learning.

Similarly, the correlation between School Heads' Innovative Skills and Teachers' Performance shows a coefficient of $r = 0.715$, with a p-value of 0.000, also denoting a significant relationship. This indicates an even stronger positive correlation compared to leadership skills, implying that innovation-oriented school heads substantially influence the quality of teaching and learning. When school heads adopt innovative practices—such as creative problem-solving, community collaboration, and the use of authentic assessment—teachers are more inspired to employ dynamic teaching strategies and adapt to new educational trends. This result affirms that innovation in leadership fosters a culture of continuous improvement and responsiveness among teachers.

The results imply that both School Heads' Leadership Skills ($r = 0.642$, $p = 0.000$) and Innovative Skills ($r = 0.715$, $p = 0.000$) have significant positive relationships with Teachers' Performance, as all p-values are below the 0.05 level of significance. The result implies that when school heads possess strong leadership and innovative competencies, teachers are more likely to perform at outstanding levels, as reflected in the overall findings of this study. This suggests that effective and innovative school leadership not only enhances administrative

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efficiency but also directly contributes to the professional growth and instructional effectiveness of teachers.

Conclusion

Based on the results of this study, this table presents the relationship between school heads' Skills and Teachers' Performance as determined through correlation analysis. The findings reveal that both leadership and innovative skills of school heads have a strong and significant positive relationship with teachers' teaching performance, indicating that as school heads demonstrate higher levels of effective leadership and innovation, teachers' instructional effectiveness also improves. This underscores the vital role of school heads in fostering a supportive and progressive work environment that motivates teachers to excel in classroom delivery. The result implies that when school leaders combine strategic decision-making, innovation, and interpersonal support, they not only strengthen teaching quality but also contribute to the overall improvement of school performance and learner outcomes.

Recommendations

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

1. The teachers should continuously engage in professional development activities and embrace collaborative practices initiated by school heads to enhance their instructional performance. They should actively participate in school-based learning communities, share best practices with colleagues, and remain open to feedback for continuous improvement in teaching delivery.

2. The school heads should strengthen their collaborative leadership practices by fostering open communication, shared decision-making, and mutual respect within the school community. They should implement innovative and supportive supervisory strategies that motivate teachers, promote teamwork, and encourage a culture of excellence and accountability in teaching and learning.

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3. The Public Schools District Supervisor should provide continuous monitoring, mentoring, and technical assistance to school heads to ensure the consistent implementation of collaborative leadership practices. They should also conduct leadership enhancement programs and workshops that align with the evolving needs of both school heads and teachers to sustain high teaching performance.

4. The parents should support the school's initiatives by collaborating with teachers and school heads in promoting students' holistic development. They should actively participate in school activities and maintain open communication with educators to help create a nurturing environment that enhances both teaching and learning effectiveness.

5. The researcher should continue exploring leadership and performance-related variables to deepen the understanding of how collaborative leadership directly influences teacher motivation, instructional quality, and student outcomes. Further reflection and dissemination of the results may help inform policy and practice in the education sector.

6. The future researchers should conduct similar studies in different contexts or use a wider sample to validate and expand the findings of this study. They should also explore other dimensions of leadership and organizational culture to identify additional factors that strengthen the relationship between school heads' collaborative leadership practices and teachers' teaching performance.

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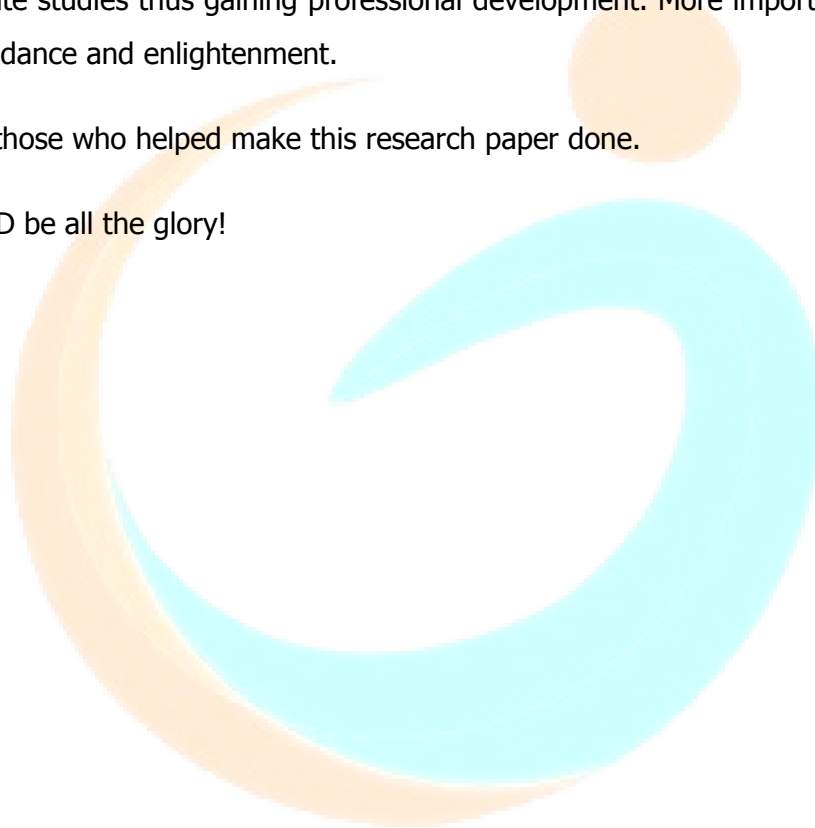
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Author's Profile



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Born on November 17, 1992, in Barangay Toctoc, Leyte, Philippines, the author has always believed in the life-changing impact of education. She earned her Bachelor's degree in Elementary Education from Eastern Visayas State University – Ormoc City Campus, graduating with flying colors. Driven by her passion for continuous professional growth, she is currently pursuing her Master of Arts in Education, majoring in Administration and Supervision, at Western Leyte College of Ormoc City.

She presently serves as a Teacher II at Can-untog Elementary School, where she teaches Grade II learners with dedication and compassion. Known for her nurturing disposition and learner-centered instructional practices, she strives to foster a supportive and engaging classroom environment where children feel valued, motivated, and capable of success.

Her journey stands as a testament to her perseverance, academic discipline, and strong commitment to the teaching profession. More than just imparting knowledge, she endeavors to shape values, build confidence, and inspire young learners to dream boldly. Through her work, she hopes to mold responsible and purpose-driven individuals who will one day make meaningful contributions to the community she serves.

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