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## LEADERSHIP PRACTICES OF SCHOOL HEADS AND THEIR IMPACT ON WORK PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

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### ABSTRACT

This study examined the leadership practices of school heads and their impact on the work performance of teachers in selected public secondary schools. Specifically, it assessed the extent of leadership styles in Building Relationships, Managing School Operations and Resources, Instructional Leadership, and Professional Development, and determined how these influence teachers' instructional delivery, classroom management, professional growth, and student engagement. A descriptive research design using survey techniques and documentary analysis was employed. The respondents consisted of four (4) school heads and ninety-seven (97) Senior High School teachers, selected through total enumeration.

Findings showed that school heads consistently demonstrated commendable leadership practices, with Building Relationships obtaining the highest mean rating with the weighted mean of 3.78 (AD), and Instructional Leadership obtained the lowest with weighted mean of 3.71 (AD). No significant differences were found across the four leadership dimensions. Teachers' works performance was generally very high, particularly in instructional delivery and classroom management with 3.79 weighted mean interpreted as Very High Impact (VHI), and lowest mean along student engagement with 3.70 weighted mean with verbal interpretation of Very High Impact (VHI).

Based on the findings of the study, several recommendations are proposed. School Heads should strengthen their leadership practices through continuous professional development focusing on collaborative and participative leadership. Teachers should be

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provided with training and mentoring programs to improve their classroom management and instructional delivery. The Leadership Skills Enhancement Training (LSET) should be implemented and sustained to enhance leadership performance among school heads and teachers. Educational leaders and policy makers may adopt the developed LSET to promote effective and efficient school management practices. Future researchers may conduct a similar study in other educational levels or divisions to validate and expand the results of this research.

## INTRODUCTION

Leadership is widely recognized as a key factor in the success of any educational institution. It involves influencing, guiding, and motivating individuals or teams to work toward shared goals and visions. In schools, the role of the school head is especially important in creating a positive and productive learning and working environment.

Republic Act No. 9155, or the Governance of Basic Education Act of 2001, outlines the roles and responsibilities of school leaders and promotes school-based management by giving them more authority and accountability. It emphasizes the duty of school heads to foster an environment that supports learning, oversees teaching and learning processes, and ensure teachers' continuous professional growth. The Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017) also states that school leaders should help, guide, and develop teachers so that they can meet high professional standards that will make the school function better.

This study intends to investigate how the leadership practices of school heads affect the work performance of Senior High School teachers in selected public secondary schools. By examining the leadership styles of school heads, evaluating teacher performance, and analyzing the relationship between leadership and factors such as motivation, job satisfaction, and commitment, the research seeks to provide insights that can strengthen school leadership and improve educational outcomes. Ultimately, the study aims to identify

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ways to address challenges faced by both school heads and teachers, to foster a more effective and supportive school environment.

## METHODOLOGY

### Research Design

This study employed descriptive research design using survey techniques to collect and analyze data. Descriptive research is a type of research that aims to systematically describe the characteristics, behaviors, or phenomena of a particular population or situation without manipulating variables (McCombes, 2023).

It is appropriate for this study because it allows the researcher to identify and measure the leadership practices of School Heads and their impact on the work performance of Senior High School teachers, providing a clear picture of existing conditions. In this study, the descriptive method was used to gather data through structured questionnaires distributed to School Heads and Senior High School teachers, which were then analyzed to determine the extent of leadership practices, their effects on instructional delivery, classroom management, professional growth, and student engagement, as well as to examine significant differences and relationships among these variables.

The study also used survey technique, which involves selecting a sample from a population and using structured instruments, such as questionnaires, to collect data on specific topics (Groves & Fowler, 2009). This method is particularly suitable because it enables the researcher to gather information from 4 school heads and 97 teachers efficiently, ensures consistency in the data collected, and facilitates statistical analysis to examine the extent, differences, and relationships among leadership practices and teacher performance. By using surveys, the study can directly capture the perceptions and experiences of participants regarding instructional leadership, professional development, communication, and decision-making practices.

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## Research Instrument

The researcher prepared a survey questionnaire to gather data that directly addressed the purpose and research questions of the study. The items in the questionnaire were developed after reviewing related studies and literature on school leadership and teacher work performance, especially those that discussed how school heads influence teachers' work in the school setting.

The first part of the questionnaire focused on the leadership practices of school heads as seen by Senior High School teachers. This section covered four areas: Building Relationships, Managing School Operations and Resources, Instructional Leadership, and Professional Development. The statements described common leadership behaviors in schools, and teachers were asked to indicate how often these practices were observed.

The second part of the questionnaire looked based on the impact on teachers' work performance. This part included Instructional Delivery, Classroom Management, Professional Growth, and Student Engagement. Teachers were asked to reflect on how the leadership of their school heads influenced their teaching, classroom management, professional development, and interaction with students.

Both parts of the questionnaire used a four-point Likert scale, with the following interpretation: 4 – Always Practiced, 3 – Often Practiced, 2 – Sometimes Practiced, and 1 – Rarely Practiced. This scale encouraged clear answers by removing the option for a neutral response.

Before the survey was conducted, the questionnaire was reviewed by experts in educational leadership. Their suggestions were used to improve the wordings and clarity of the items. This helped ensure that the instrument was easy to understand and suitable for collecting reliable information on leadership practices and teacher performance.

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## Data Gathering Procedures

The data gathering process began with the preparation of a formal letter requesting permission to conduct the study. The researcher sought approval by addressing a letter to the Dean of the Graduate School, the Schools Division Superintendent, the District Supervisor, and the principals of selected public secondary schools included in the scope of this study.

After obtaining the necessary approvals, the data collection process proceeded with the distribution of survey instruments to the selected School Heads and Senior High School Teachers. During the data gathering phase, some respondents were absent during the distribution of the research questionnaire, and there was also a delay in retrieving the accomplished questionnaire.

After gathering procedure, all responses were carefully reviewed to ensure completeness and accuracy. The results were tallied and forwarded to the statistician for statistical assistance.

## Statistical Tools

The researcher used the following statistical tools: Frequency Count, Percentage, Weighted Mean, and F-Test ANOVA.

**Frequency Count.** It is a measure of the number of times that the event occurs (Bolaños, 2005). In this study, frequency count was applied to tally the number of School Heads and teachers reporting specific leadership practices across areas such as Building Relationships, Managing School Operations and Resources, Instructional Leadership, and Professional Development.

**Percentage Technique.** Percentages help determine the proportion of distributed and retrieved questionnaires, (Broto 2007). In this study, percentages calculated the proportion of respondents identifying with a particular leadership style and the proportion of

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teachers reporting performance improvements due to school heads' leadership styles. The formula for calculating percentage is:

$$P = \frac{f}{n} \times 100$$

Where:

f = frequency count

n = total number of responses

100= constant

**Weighted Mean.** It is an average in which quantity each

is assigned a weight to determine the relative importance of each quantity on the average (Gracia, 2000). In this study, the weighted mean was used to summarize the ratings of School Heads teachers regarding the extent of their leadership practices in areas such as Building Relationships, Managing School Operations and Resources, Instructional Leadership, and Professional Development.

The formula for the weighted mean is:

$$WM = \frac{\sum wx}{n}$$

Where:

WM = weighted mean

W = weight for each data point

x = value of each data point

n = number of data

**F-Test ANOVA.** It is a statistical method used to determine whether significant differences exist between the means of two or more groups (Fisher, 1925). In this study, it was used to examine differences in the extent of leadership practices of Secondary School Heads across the variables on Building Relationships, Managing School Operations and Resources, Instructional Leadership, and Professional Development, as well as differences in their impact on teachers' work performance. The rule if the computed F-value is greater than

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the critical F-value at the chosen level of significance ( $\alpha = 0.05$ ), the null hypothesis is rejected, indicating that there is a significant difference among the group means. Conversely, if the computed F-value is less than or equal to the critical F-value, the null hypothesis is not rejected, suggesting no significant difference among the groups.

The formula for the F-test is as follows:

$$F = \frac{s_1^2}{s_2^2}$$

Where:

$F$  = F-ratio (test statistic)

$s_1^2$  = variance of the first sample (usually the larger variance)

$s_2^2$  = variance of the second sample

## LEADERSHIP PRACTICES OF SCHOOL HEADS AND WORK PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

This chapter presents the analysis and interpretation of the data gathered. It discusses the findings on the extent of leadership practices of school heads along building relationships, managing school operations and resources, instructional leadership, and professional development, as well as their impact on teachers' work performance in terms of instructional delivery, classroom management, and student engagement. It also presents the test of significant difference in the extent among the variables. Included in this chapter is the Leadership Skills Enhancement Training (LSET) program, developed based on the findings of the study to enhance the leadership competencies of school heads and teachers, which serves as the output of this research.

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## **Extent of the Leadership Practices of Secondary School Heads Along Building Relationships**

The extent of the leadership practices of school heads along building relationships focuses on how school leaders establish trust, strengthen collaboration, and maintain positive working relationships with teachers and stakeholders to support effective school management and a conducive learning environment.

Table 3 highlights the extent of leadership practices of the school heads along building relationships. Among the indicators, Actively listens to teachers' concerns and feedback scored the highest, with a weighted mean of 3.87 (AD), showing that school heads consistently value teachers' barriers had the lowest score of 3.60 Always Demonstrated, indicating that while this practice is present, it is slightly less emphasized. Overall, the average weighted mean of 3.78 (AD) reflects that school heads consistently foster strong relationships, trust, and collaboration within their schools.

The findings suggest that school heads effectively foster positive working relationships with teachers contributing to a supportive and conducive school environment. The implication of this result highlights the importance of sustaining and further strengthening communication-focused leadership practices to address remaining relational gaps and enhance teacher engagement.

These findings support the idea of Zhou and Alias (2024) which emphasize that school leaders who establish open communication and positive relational practices significantly enhance teacher motivation, job satisfaction, and instructional effectiveness input and promote open communication. On the other hand, frequently checks in with teachers to address communication.

## **Extent of Leadership Practices of Secondary School Heads Along Managing School Operations and Resources**

The assessment of school heads' leadership in managing school operations and resources highlights how effectively they oversee school processes and make use of available

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resources. It points out both strengths and areas for improvement, providing a foundation for enhancing operational efficiency, promoting shared decision-making, and improving overall school performance.

Table 4 presents the extent of the leadership practices of school heads along managing school operations and resources. Among the indicators, Makes decisions that are in the best interest of teachers and students received the highest weighted mean of 3.86, Always Demonstrated (AD), showing that school heads consistently prioritize the welfare of both teachers and learners in their decisions. In contrast, Seeks input from teachers before making major decisions recorded the lowest weighted mean of 3.64, Always Demonstrated (AD), indicating that involving teachers in decision-making, although practiced, occurs less consistently compared to other indicators. The average weighted mean of 3.76, Always Demonstrated (AD), shows that school heads consistently practice participative and democratic leadership when managing school operations and resources. This demonstrates a leadership approach that demonstrates a leadership approach that encourages collaboration, transparency, and shared responsibility among teachers.

These results suggest that school heads actively involve teachers in operational decisions, which helps create a positive working environment and supports better organizational performance. This finding highlights the importance of sustaining inclusive leadership practices, as these promote teacher satisfaction, strengthen cooperation, and improve overall school effectiveness.

Managing School Operations and Resources Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1. Seeks input from teachers before making major decisions.	66	34	1	0	3.64	AD
2. Provides teachers with the opportunity to express opinions during meetings.	83	18	0	0	3.82	AD
3. Makes decisions that are in the best interest of teachers and students.	88	12	1	0	3.86	AD

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4. Involves teachers in setting school goals and objectives.	77	24	0	0	3.76	AD
5. Provides opportunities for collaboration in decision-making.	78	23	0	0	3.77	AD
6. Considers teachers' suggestions in implementing changes.	75	26	0	0	3.74	AD
7. Fosters a democratic decision-making environment.	80	19	2	0	3.77	AD
8. Promotes transparency in all major school decisions.	71	30	0	0	3.70	AD
Average					3.76	AD
<b>Range</b>	<b>ng</b>	<b>Weighted</b>	<b>Verbal Interpretation (VI)</b>			
<b>Mean (WM)</b>						
3.50 – 4.00			Always Demonstrated (AD)			
2.50 – 3.49			Often Demonstrated (OD)			
1.50 – 2.49			Sometimes Demonstrated (SD)			
1.00 – 1.49			Rarely Demonstrated (RD)			

This result is consistent with the study of Balatero and Bauyot (2024), which emphasized that encouraging collaboration, open communication, and participative decision-making among teachers increases motivation and helps build a supportive and effective school environment.

## Extent of Leadership Practices of Secondary School Heads Along Instructional Leadership

The analysis of school heads' instructional leadership looks at how they support and strengthen teaching and learning in the school. It identifies both strengths and areas that need improvement, helping guide efforts to enhance the overall quality of instruction.

Table 5 illustrates the extent of leadership practice of school heads along instructional leadership. As shown in the table, Prioritizes student-centered learning approaches received the highest weighted mean of 3.84, Always Demonstrated (AD), indicating that school heads consistently promote teaching practices that place learners at the center of the learning

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 process. While, Observes teaching practices and provides constructive feedback and Guides teachers on integrating technology into instruction both recorded the lowest weighted mean of 3.61, as Always Demonstrated (AD). This suggests that while instructional support is evident, these practices are carried out less consistently compared to others. Overall, the average weighted mean of 3.71 (AD) reflects that school heads consistently exercise instructional leadership in their school heads.

**Table 5**

**Extent of Leadership Practices of Secondary School Head Along Instructional Leadership**

Instructional Leadership Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1. Observes teaching practices and provides constructive feedback.	66	31	4	0	3.61	AD
2. Supports teachers' access to professional development.	76	24	1	0	3.74	AD
3. Encourages innovative and effective teaching strategies.	80	19	2	0	3.77	AD
4. Offers support and resources to improve instructional quality.	76	22	3	0	3.72	AD
5. Provides guidance on integrating technology into instruction.	68	27	6	0	3.61	AD
6. Promotes sharing of best teaching practices.	76	21	4	0	3.71	AD
7. Prioritizes student-centered learning approaches.	86	14	1	0	3.84	AD
8. Frequently check in with teacher to address comments barriers.	71	27	3	0	3.67	AD
Average					3.71	AD
<b>Range ng Weighted Mean (WM)</b>	<b>Verbal Interpretation (VI)</b>					
3.50 – 4.00	Always Demonstrated (AD)					
2.50 – 3.49	Often Demonstrated (OD)					
1.50 – 2.49	Sometimes Demonstrated (SD)					

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Instructional Leadership Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1.00 – 1.49	Rarely Demonstrated (RD)					

The results indicate that school heads are actively involved in guiding instruction, supporting teachers’ professional growth, and creating a learning environment that benefits both teachers and students. This finding highlights the importance of sustaining strong instructional leadership, as it helps improve teaching quality, encourages innovative teaching strategies, and maintains a supportive school culture.

This outcome supports with the study of Mancio (2023), which emphasized that instructional leadership—through professional development programs, mentoring, and collaborative learning communities—plays a significant role in improving teaching practices and increasing student engagement.

### Extent of the Leadership Practices of Secondary School Heads Along Professional Development

The evaluation of school heads’ leadership in professional development focuses on how they support teachers’ growth and continuous learning. It highlights both strengths and areas that need improvement, helping guide efforts to strengthen teacher skills, encourage professional growth, and improve overall school effectiveness.

Data on Table 6 highlights the extent of the leadership practices of school heads along professional development. As shown in the table, Feel motivated to apply new instructional strategies obtained the highest weighted mean of 3.82 (AD), interpreted as Always Demonstrated (AD). This suggests that school heads effectively inspire and encourage teachers to adopt innovative instructional strategies in their teaching. Meanwhile the indicator, Manage lesson planning more effectively with school head’s support received the lowest weighted mean of 3.73, also interpreted as Always Demonstrated (AD), indicating that although teachers receive guidance in lesson planning, this practice occurs slightly less

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consistently compared to other areas. The average weighted mean of 3.78, interpreted as Always Demonstrated (AD), reflects that school heads consistently demonstrate supportive leadership practices in professional development. This demonstrates a leadership approach that fosters motivation, enhances instructional competence, and promotes a collaborative and growth-oriented teaching environment.

**Table 6**

**Extent of Leadership Practices of Secondary School Head Along Professional Development**

Professional Development Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1. Leadership enhances my ability to deliver quality lessons.	80	19	2	0	3.77	AD
2. Feel motivated to apply new instructional strategies.	84	16	1	0	3.82	AD
3. Manage lesson planning more effectively with school head's support.	76	23	2	0	3.73	AD
4. Leadership boosts my confidence in teaching.	82	19	0	0	3.81	AD
5. A collaborative teaching environment is fostered.	82	16	3	0	3.78	AD
6. Feedback helps improve my instructional methods.	81	19	1	0	3.79	AD
7. Innovative teaching is encouraged and supported.	79	19	3	0	3.75	AD
8. Teaching practices are respected and appreciated.	83	17	1	0	3.81	AD
Average					3.78	AD
<b>Range</b>	<b>ng</b>	<b>Weighted</b>	<b>Verbal Interpretation (VI)</b>			
<b>Mean (WM)</b>						
3.50 – 4.00	Always Demonstrated (AD)					
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The implication of this finding is that strong and consistent leadership in professional development contributes to the improvement of teacher performance, instructional quality, and overall school effectiveness.

Linking these findings to the study by Eyana et al. (2024), which emphasized the supervisory roles of school heads in fostering professional growth, providing instructional support, and promoting collaboration among teachers, effective leadership in professional development enhances teacher competence, motivation, and overall teaching effectiveness.

### **Significant Difference in the Extent of the Leadership Practices of Secondary School Heads Among the Variables**

School heads' leadership practices significantly influence teachers' professional growth. By providing guidance and support, leaders help teachers improve their skills and effectiveness, fostering continuous instructional improvement.

Based on the results of the data gathered on Table 7, there was no significant difference among the variables at 0.05 level of significance with 3 and 28 degrees of freedom. The computed F value of 1.800 was less than the tabular value of 2.947. Therefore, the null hypothesis is accepted, and the alternative hypothesis is rejected; hence, the result is not significant. This indicates that the school heads demonstrate a consistent level of leadership performance across all leadership domains, including building relationships, managing school operations and resources, instructional leadership, and professional development. This finding implies that maintaining a steady approach in leadership enhances teachers' motivation, strengthens teamwork, and improves overall school performance. Hence, continuous support and development for school heads are vital to sustain their effective leadership across all domains.

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**Table 7**

**Significant Difference in the Extent of Leadership Practices of Secondary School Heads Among the Variables**

Variables				Weighted Mean	
Building Relationship				3.78	
Managing School Operations and Resources				3.76	
Instructional Leadership				3.71	
Professional Development				3.78	
<b>Average</b>				<b>3.76</b>	
Sources of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F-Value	
				Computed	Tabular
Between Groups	3	0.027	0.009	1.800	2.947
Within Groups	28	0.127	0.005		
TOTAL	31	0.154			
Level of Significance				: 0.05	
Remark:				: Not Significant	
Null Hypothesis:				: Accepted	
Alternative Hypothesis				: Rejected	

The findings of the present study are supported by the study of Andriadi et al. (2024), which emphasized that transformational and instructional leadership practices consistently improve teacher performance, motivation, and student outcomes, demonstrating that consistency in leadership across domains is essential for sustaining teacher growth and effective school management.

**Level of Performance of Teachers Along Instructional Delivery**

The influence of school heads' leadership practices on teachers' instructional performance highlights how administrators contribute to a productive teaching and learning

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environment. By providing guidance, support, and resources, school leaders play a pivotal role in enhancing teachers' effectiveness and in fostering a positive classroom atmosphere.

Gleaned from the data on Table 8, the highest weighted mean of 3.91 was obtained by the indicator, The school head encourages a positive and respectful classroom environment, interpreted as Very High Impact (VHI). This shows that school heads strongly contribute in creating a conducive classroom environment that supports effective teaching and learning. In contrast, the indicator Receives guidance on managing student highly influential. The average weighted mean of 3.79, interpreted as Very High Impact (VHI), reflects that school heads consistently influence the teachers' instructional delivery across multiple aspects. The implication of these results is that school heads play a crucial role in shaping an effective teaching and learning atmosphere. By maintaining consistent support, modeling positive classroom management practices, and empowering teachers in managing students, school heads enhance teacher performance and contribute to the improvement of student outcomes.

**Table 8**  
**Level Work Performance of Along**  
**Instructional Delivery**

Instructional Delivery Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1. Receives guidance on managing student behavior.	72	26	3	0	3.68	VHI
2. Receive adequate support in maintaining discipline in the classroom.	77	23	1	0	3.75	VHI
3. the school head encourages a positive and respectful classroom environment.	92	9	0	0	3.91	VHI
4. Have access to resources and strategies to address classroom management challenges.	75	23	3	0	3.71	VHI

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Instructional Delivery Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
5. The school head models effective classroom management practices.	77	22	2	0	3.74	VHI
6. Empowered to enforce rules consistently and fairly in the classroom.	89	12	0	0	3.88	VHI
7. The school head's leadership helps reduce conflicts between students.	81	20	0	0	3.80	VHI
8. Feel supported in addressing challenging student behaviors.	82	19	0	0	3.81	VHI
Average					3.79	VHI
<b>Range</b>	<b>ng</b>	<b>Weighted</b>	<b>Verbal Interpretation (VI)</b>			
<b>Mean (WM)</b>						
3.50 – 4.00			Very High Impact (VHI)			
2.50 – 3.49			High Impact (HI)			
1.50 – 2.49			Moderate Impact MI)			
1.00 – 1.49			Low Impact (LI)			

This finding aligns with Galdames-Calderón's study (2023), which emphasized that effective school leadership enhances teacher performance by fostering collaboration, providing guidance, and ensuring a supportive learning environment. This further suggests that strong leadership practices are essential in promoting effective teaching and improving overall school performance. Moreover, consistent and strategic leadership can help address challenges in schools, ensuring that both teachers and students achieve their full potential.

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**Level of Work Performance of Teachers along Classroom Management**

The influence of school heads' leadership practices on classroom management emphasizes how guidance, support, and provision of resources help teachers maintain an effective and orderly learning environment. By modeling appropriate classroom behavior and fostering a respectful atmosphere, school leaders strengthen teachers' ability to manage student behavior and enhance instructional quality.

Analysis of the data on Table 9 reveals that the indicator The school head encourages a positive and respectful classroom environment achieved the highest weighted mean of 3.91, interpreted as Very High Impact (VHI). This reflects that school heads play a major role in promoting a supportive and conducive classroom atmosphere. Whereas the indicators Receives guidance on managing students' behavior obtained the lowest weighted mean of 3.68, Very High Impact (VHI), indicating that guidance in this area is slightly less emphasized but still highly significant. The average weighted mean of 3.79, interpreted as Very High Impact (VHI), demonstrates that school heads consistently influence teacher performance in classroom management.

The implication of these findings is that when school heads consistently provide support, modeling, and encouragement, teachers gain confidence and competence in handling classroom behavior. Sustaining this leadership impact fosters a productive and positive learning environment where both teachers and students thrive.

In line with Mancio (2023), in his study that highlights structured professional development, mentorship, and collaborative learning communities improve teachers' instructional practices, it is evident that effective leadership directly contributes to enhanced classroom management and teacher performance.

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**Table 9**

**Level of Work Performance of Teachers Along Classroom Management**

Classroom Management Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1. Receives guidance on managing student behavior.	72	26	3	0	3.68	VHI
2. Receive adequate support in maintaining discipline in the classroom.	77	23	1	0	3.75	VHI
3. the school head encourages a positive and respectful classroom environment.	92	9	0	0	3.91	VHI
4. Have access to resources and strategies to address classroom management challenges.	75	23	3	0	3.71	VHI
5. The school head models effective classroom management practices.	77	22	2	0	3.74	VHI
6. Empowered to enforce rules consistently and fairly in the classroom.	89	12	0	0	3.88	VHI
7. The school head's leadership helps reduce conflicts between students.	81	20	0	0	3.80	VHI
8. Feel supported in addressing challenging student behaviors.	82	19	0	0	3.81	VHI
Average					3.79	VHI
<b>Range</b>	<b>ng</b>	<b>Weighted</b>				
<b>Mean (WM)</b>	<b>Verbal Interpretation (VI)</b>					
3.50 – 4.00	Very High Impact (VHI)					
2.50 – 3.49	High Impact (HI)					
1.50 – 2.49	Moderate Impact MI)					

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1.00 – 1.49	
how	Low Impact (LI)

### Level of Work Performance of Teachers Along Professional Growth

The leadership practices of school heads significantly influence the professional development of teachers. Through encouragement, guidance, and the provision of opportunities for professional learning, school heads help teachers improve their competencies and enhance their performance in the teaching profession.

Based on the data presented in Table 10, the highest weighted mean of 3.85 was obtained by the indicator Helped to identify development areas, which falls under Very High Impact. This suggests that school heads effectively guide teachers in recognizing areas where they can further improve their skills and professional competencies. In contrast, the indicator Opportunities for collaboration with peers are offered obtained the lowest weighted mean of 3.73, which still falls within the Very High Impact range. This indicates that opportunities for collaboration are present and supported by school heads, although there may still be room to further strengthen collaborative activities among teachers. The average weighted mean of 3.80 falls within the Very High Impact category, indicating that the leadership practices of school heads strongly contribute to the professional growth of Senior High School teachers.

**Table 10**  
**Level of Work Performance of Teachers**  
**Along Professional Growth**

Professional Growth Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1. Encourage to pursue professional development.	86	12	3	0	3.82	VHI
2. Feels supported in professional growth goals.	80	20	1	0	3.78	VHI
3. Helped to identify development areas.	87	13	1	0	3.85	VHI

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4. Motivated to pursue additional qualifications.	84	16	1	0	3.82	VHI
5. Opportunities for collaboration with peers are offered.	77	21	3	0	3.73	VHI
6. Encouraged to attend development seminars.	82	18	1	0	3.80	VHI
7. Growth is consistently supported.	82	16	3	0	3.78	VHI
8. Efforts in development are acknowledged.	81	18	2	0	3.78	VHI
Average					3.80	VHI
<b>Range ng Weighted Mean (WM)</b>	<b>Verbal Interpretation (VI)</b>					
3.50 – 4.00	Very High Impact (VHI)					
2.50 – 3.49	High Impact (HI)					
1.50 – 2.49	Moderate Impact MI)					
1.00 – 1.49	Low Impact (LI)					

The implication of these results is that school heads play a significant role in supporting teachers' professional advancement. By providing encouragement, recognizing teachers' development efforts, and offering opportunities for learning and collaboration, school leaders help teachers strengthen their competencies and enhance their work performance.

This finding supports the study DanDan and Alias (2024), which emphasized that effective school leadership promotes teacher professional growth through continuous support, mentoring, and opportunities for professional learning. Their study highlights that when school leaders actively support the development of teachers, it contributes to improved teaching practices and better learning outcomes for students.

### Level of Work Performance of Teachers Along Student Engagement

The leadership practices of school heads influence teachers' work performance, particularly in promoting student engagement. While teachers generally use strategies to involve learners, the results suggest that stronger guidance and support from school heads could further improve student participation and classroom interaction.

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Table 10 shows that the indicator Practices that increase student engagement are promoted received the highest weighted mean of 3.83, while Use of technology for engagement is encouraged had the lowest weighted mean of 3.65. The overall average weighted mean of 3.70 indicates that school heads' leadership has a very high impact on teachers' ability to engage students effectively. These results suggest that school heads are most effective in promoting strategies that actively involve students, but technological integration for engagement remains an area where further support and could enhance outcomes. Overall, leadership plays a key role in helping teachers foster meaningful learning experiences in the classroom.

**Table 10**  
**Level of Work Performance of Teachers Along Student Engagement**

Student Engagement Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
1. Practices that increase student engagement are promoted.	85	15	1	0	3.83	VHI
2. Leadership motivates me to keep students engaged.	70	30	0	1	3.67	VHI
3. Inclusive classroom practices are encouraged.	71	27	3	0	3.67	VHI
4. Collaboration to improve engagement strategies is supported.	73	25	1	2	3.67	VHI
5. Use of technology for engagement is encouraged.	73	23	3	2	3.65	VHI
6. Student-centered methods are promoted.	77	21	3	0	3.73	VHI
7. Leadership values and supports active learning.	73	28	0	0	3.72	VHI
8. Resources are provided to improve student engagement.	72	27	1	1	3.68	VHI
Average					3.70	VHI

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Student Engagement Indicators	N = 101				Extent	
	4	3	2	1	WM	VI
Range						
Mean (WM)						
Weighted						
	Verbal Interpretation (VI)					
3.50 – 4.00	Very High Impact (VHI)					
2.50 – 3.49	High Impact (HI)					
1.50 – 2.49	Moderate Impact MI)					
1.00 – 1.49	Low Impact (LI)					

When school heads prioritize student engagement through supportive leadership practices, teachers are better equipped to motivate students, encourage participation, and sustain active learning. Strengthening guidance in technology use could further improve student involvement and interaction.

This aligns with DanDan & Alias (2024), who found that transformational leadership by school principals—focusing on participative decision-making, empowerment, and supportive supervision—significantly improves teachers’ instructional effectiveness and professional growth. Their findings support the idea that effective leadership directly enhances teacher performance, particularly in areas like student engagement and instructional quality.

### Significant Difference in the Level of Work Performance of Teachers Among the Variables

The leadership practices of school heads may affect different aspects of teachers’ work performance, such as instructional delivery, classroom management, professional growth, and student engagement. By examining these areas, the research aimed to determine whether the impact of leadership varies across these variables.

Table 11 highlights the significant difference in the extent of impact of the leadership practices of school heads on the work performance of senior high school teachers among the variables, which was determined using the F-Test ANOVA.

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Based on the table, there was a significant difference among the variables at the 0.05 level of significance ( $\alpha = 0.05$ ) with 3 degrees of freedom between groups and 28 degrees of freedom within groups. The computed F-value of 3.750 is greater than the tabular value of 2.947. Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted. This means that while school heads are doing well in guiding teachers' instruction and supporting their professional growth, there is still room to further boost their influence on student engagement activities.

**Table 11**  
**Significant Difference in the Level of Work Performance of Teachers Among the Variables**

Variables					Weighted Mean	
Instructional Delivery					3.79	
Classroom Management					3.79	
Professional Growth					3.80	
Student Engagement					3.70	
<b>Average</b>					<b>3.77</b>	
Sources of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F-Value		
				Computed	Tabular	
Between Groups	3	0.045	0.015	3.750	2.947	
Within Groups	28	0.124	0.004			
TOTAL	31	0.169				
Level of Significance				: 0.05		
Remark:				: Significant		
Null Hypothesis:				: Rejected		
Alternative Hypothesis				: Accepted		

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The implication of this result emphasizes the need for school heads to further strengthen their support for teachers in implementing strategies that actively involve students in the learning process. When teachers receive guidance, encouragement, and resources from school leaders, they become more capable of creating interactive lessons, facilitating meaningful classroom participation, and motivating students to take an active role in their learning. Strengthening leadership support in this area can help teachers design engaging activities, encourage collaboration among learners, and improve students' interest and participation during instruction. The findings of this study are supported by DanDan & Alias (2024), who investigated the impact of school principals' leadership styles on teachers' performance in public secondary schools. Their study revealed that transformational leadership had the strongest positive effect, particularly on instructional effectiveness and professional growth.

### **Leadership Skills Enhancement Training (LSET) Design Prepared**

The study found that among all leadership domains, instructional leadership had the lowest average weighted mean of 3.71, Always Demonstrated. To sustain the need to further strengthen the instructional leadership skills of school heads, the researcher developed the Leadership Skills Enhancement Training (LSET), designed to help school heads strengthen their instructional leadership skills and better support teachers in the classroom.

The training focuses on key areas such as observing teaching practices, giving constructive feedback, supporting professional development, integrating technology, and promoting innovative teaching strategies. Through interactive workshops, group activities, and reflective exercises, school heads will learn practical ways to guide and support teachers more effectively.

The LSET is not just a training program, it is a tool to build confidence, improve decision-making, and encourage collaboration. By enhancing instructional leadership, school

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heads can create a more supportive teaching environment, help teachers grow professionally, and ultimately improve student learning outcomes.

This program ensures that the area which needs the most attention is strengthening instructional leadership to help helping school heads lead with greater impact on teachers' performance.

### Conclusions

Based on the significant findings of the study, the following conclusions were drawn:

1. School heads generally demonstrate commendable leadership skills; however, improvements are needed in areas such as shared decision-making and teacher development.
2. There is a significant difference among the four dimensions of leadership practices on planning, organizing, leading, and controlling.
3. Teachers' work performance is generally very satisfactory; however, further improvement is needed in classroom innovation and student engagement.
4. Teachers' work performance do not differ significantly across the examined profile variables.
5. The Leadership Skills Enhancement Training (LSET) is designed to address the leadership skills least mastered by school heads and teachers.

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