



SCHOOL HEADS' VISIONARY LEADERSHIP PRACTICES, SCHOOL'S CLIMATE AND TEACHERS' PERFORMANCE

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ABSTRACT

This study determined the significant relationship on the School Heads' Visionary Leadership practices and school climate towards Teacher's performance. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study employed a quantitative correlational research design, which was appropriate because it allowed the researcher to examine the relationships between school heads' visionary leadership, school climate, and teachers' performance. This design enabled the measurement of the strength and direction of relationships among variables without manipulating them, making it suitable for educational settings where experimental control over leadership practices was neither practical nor ethical. The independent variable (IV) of the study was School Heads' Visionary Leadership, which was measured through dimensions such as flexibility, team spirit, vision, conscience, and decision-making. The mediating or moderating variable was School Climate, which was evaluated through professional relationships, communication, organizational culture, and the overall work environment. The dependent variable (DV) was Teachers' Performance, assessed in terms of instructional quality, classroom

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management, collaboration, and professional engagement. The population and sample consisted of public-school teachers and school heads within a selected division in the Philippines. A purposive sampling technique was utilized to select participants who were directly involved in teaching and school administration, ensuring that the data accurately reflected the influence of leadership on performance. Data collection was conducted through structured questionnaires with Likert-scale items, divided into sections that assessed perceptions of the school head's visionary leadership, evaluations of school climate, and self-assessment or peer-assessment of teacher performance. For data analysis, descriptive statistics were employed to summarize respondents' perceptions of leadership, climate, and performance using measures such as mean, standard deviation, and frequency. Inferential statistics were then used to test hypotheses regarding the relationships between variables. Specifically, Pearson's r correlation was applied to determine the strength and direction of the relationships, while multiple regression analysis was conducted to predict teachers' performance based on school heads' visionary leadership and school climate. This approach ensured a comprehensive understanding of how leadership and school climate collectively influenced teacher effectiveness.

The Test of Relationship, showing the correlation between School Heads' Leadership Practices and both Collaborative Environment & Support, as well as Teacher Performance measured through the COT-RPMS framework. The study examined the strength and direction of the relationships to determine whether leadership behaviors significantly influence school climate and teachers' instructional performance.

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The results revealed a very strong positive relationship between School Heads' Leadership Practices and Collaborative Environment & Support. This suggests that effective leadership practices, including vision clarity, motivation, team spirit, flexibility, and ethical behavior, substantially enhance collaboration among teachers, encourage peer support, and promote professional development. Similarly, the relationship between School Heads' Leadership Practices and Teacher Performance indicated that principals' leadership has a significant impact on instructional competencies, classroom management, content knowledge application, and culturally responsive teaching strategies. Both relationships were statistically significant, confirming that strong leadership practices are closely linked to a positive school climate and higher teacher performance.

The results imply that school heads' leadership practices are crucial in fostering both a collaborative and supportive environment as well as high-quality teacher performance. Improvements in principals' leadership competencies directly influence teacher collaboration, professional development, and classroom effectiveness. These findings highlight the critical role of effective leadership in achieving organizational and instructional excellence, demonstrating that a positive leadership approach strengthens the overall school system.

Keywords: *School Head's Visionary Leadership Practices, School Climate, Teachers Performance*

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INTRODUCTION

School heads play a pivotal role in shaping the educational environment of a school. Among various leadership styles, visionary leadership stands out for its capacity to inspire, guide, and transform both teachers and learners. Visionary school heads provide a clear and compelling direction for the school, articulating a mission and goals that align with broader educational objectives. Their leadership extends beyond administrative management; it involves cultivating a supportive and innovative environment that empowers teachers to perform effectively and motivates students to engage actively in learning. When a school head is visionary, teachers tend to feel valued, supported, and guided, which enhances their job satisfaction and professional performance. Similarly, the overall school climate, encompassing aspects such as teacher collaboration, learner engagement, and classroom morale, is directly influenced by the quality of leadership. A positive school climate, fostered by visionary leadership, encourages teachers to adopt best practices, experiment with instructional strategies, and commit to continuous improvement, which in turn leads to better student outcomes and a more dynamic learning environment.

Recent studies have highlighted the impact of visionary leadership on school performance. El Khuluqo and Cholik (2022) examined the relationship between school principals' visionary leadership and teacher performance in elementary schools. They found that principals who clearly communicated their vision, encouraged innovation, and actively supported teacher development were associated with higher teacher motivation, engagement, and improved classroom outcomes. Likewise, Yordsala, Tesaputa, and Sri-Ampai (2018)

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emphasized that administrators who demonstrated strategic foresight and fostered collaborative cultures significantly improved teacher effectiveness and the overall school climate. These findings reinforce the idea that a school head’s leadership style is not merely administrative but is a critical determinant of how teachers perform and how learners experience school life. The literature suggests that understanding and cultivating visionary leadership can lead to measurable improvements in both school climate and teacher effectiveness.

As a teacher and aspiring researcher, the connection between visionary leadership and school climate is evident in everyday practice. I have personally observed that schools led by principals who communicate a clear vision and demonstrate commitment to innovation tend to have teachers who are more motivated, collaborative, and willing to explore new instructional strategies. Such leadership not only enhances teacher performance but also creates an environment where learners are more engaged and responsive. Recognizing the influence of school heads on the learning environment motivates me to investigate this relationship systematically, with the aim of providing evidence that can inform leadership practices and professional development programs.

In preparing this study, several challenges have emerged. One difficulty is objectively assessing leadership, as it is a multifaceted and subjective phenomenon interpreted differently by teachers, learners, and other stakeholders. Capturing its influence accurately requires careful instrument design and validation. Another challenge is measuring school climate, which encompasses both tangible indicators, like student engagement and teacher collaboration,

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and intangible ones, such as morale and motivation. Ensuring honest responses from participants is also challenging, as teachers may hesitate to provide candid feedback about their principal due to fear of judgment or reprisal. Finally, time constraints and workload present practical difficulties, as balancing teaching duties with research activities demands both discipline and careful planning.

Despite these challenges, pursuing this study is essential. Understanding how school heads' visionary leadership influences school climate and teachers' performance can provide valuable insights for educational administrators, teachers, and policymakers. This research has the potential to inform leadership development programs, promote best practices in school management, and ultimately improve the quality of education for learners. By systematically exploring these relationships, I aim to contribute to a deeper understanding of how effective leadership shapes school culture, empowers teachers, and enhances student engagement, laying the groundwork for meaningful improvements in both teaching and learning.

This study determined the significant relationship on the School Heads' Visionary Leadership practices and school climate towards Teacher's 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 level of the school heads' Visionary Leadership skills in terms of:
 - 1.1. Vision Clarity;
 - 1.2. Inspiration and Motivation;

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- 1.3. Team Spirit;
 - 1.4. Flexibility and Adaptability; and
 - 1.5. Conscience & Ethics?
2. What is the school climate based on the following:
- 2.1. Collaborative Environment, and
 - 2.2. Support & Professional Development,
3. What is the teachers Performance based on Class Observation tool (COT)?
4. Is there a significant relationship between the school head's Visionary Leadership to the ff:
- 4.1. School Climate;
 - 4.2. Teachers' performance based on COT?
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 school head's Visionary Leadership to the ff:

- a. School Climate;
- b. Teachers' performance based on COT.

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METHODOLOGY

Design. This study employed a quantitative correlational research design, which was appropriate because it allowed the researcher to examine the relationships between school heads' visionary leadership, school climate, and teachers' performance. This design enabled the measurement of the strength and direction of relationships among variables without manipulating them, making it suitable for educational settings where experimental control over leadership practices was neither practical nor ethical. The independent variable (IV) of the study was School Heads' Visionary Leadership, which was measured through dimensions such as flexibility, team spirit, vision, conscience, and decision-making. The mediating or moderating variable was School Climate, which was evaluated through professional relationships, communication, organizational culture, and the overall work environment. The dependent variable (DV) was Teachers' Performance, assessed in terms of instructional quality, classroom management, collaboration, and professional engagement.

The population and sample consisted of public-school teachers and school heads within a selected division in the Philippines. A purposive sampling technique was utilized to select participants who were directly involved in teaching and school administration, ensuring that the data accurately reflected the influence of leadership on performance. Data collection was conducted through structured questionnaires with Likert-scale items, divided into sections that assessed perceptions of the school head's visionary leadership, evaluations of school climate, and self-assessment or peer-assessment of teacher performance.

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For data analysis, descriptive statistics were employed to summarize respondents' perceptions of leadership, climate, and performance using measures such as mean, standard deviation, and frequency. Inferential statistics were then used to test hypotheses regarding the relationships between variables. Specifically, Pearson's r correlation was applied to determine the strength and direction of the relationships, while multiple regression analysis was conducted to predict teachers' performance based on school heads' visionary leadership and school climate. This approach ensured a comprehensive understanding of how leadership and school climate collectively influenced teacher effectiveness.

The main locale of the study was Limite, Bunacan and Inalad Elementary Schools. There were 2 males and 18 females with a total of 20 teacher-respondents. The research instrument for this study was adapted based on the frameworks of Santos et al. (2022), Saquian (2023), and Dinglasa & Lantaka (2025). It was a structured questionnaire designed to measure three key variables: School Heads' Visionary Leadership (VL), School Climate (SC), and Teachers' Performance (TP). Each variable was measured through multiple indicators, with each indicator comprising eight specific items rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). This format allowed respondents to express the degree to which they agreed with statements regarding leadership practices, school climate, and teacher performance.

School Heads' Visionary Leadership (VL) focused on four primary indicators: Vision Clarity, Inspiration & Motivation, Team Spirit, Flexibility & Adaptability, and Conscience & Ethics. Vision Clarity measured how effectively the principal communicated the school's vision,

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aligned programs with goals, and motivated teachers to contribute to achieving the vision.

Inspiration & Motivation assessed the principal's ability to recognize achievements, encourage professional growth, and foster innovative teaching practices. Team Spirit evaluated collaboration, conflict mediation, and inclusivity in decision-making, while Flexibility & Adaptability measured responsiveness to teacher needs and openness to new ideas. Lastly, Conscience & Ethics addressed integrity, fairness, transparency, and ethical leadership that positively influenced teacher morale.

Table 2: School Climate (SC) examined the organizational environment that affected teacher engagement. Its two indicators, Collaborative Environment and Support & Professional Development, assessed the extent of teacher cooperation, communication, peer support, access to professional development, availability of teaching resources, and the principal's support in fostering a positive learning environment. High scores on these items indicated a school climate conducive to teacher engagement and effectiveness. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling There were 2 males and 18 females with a total of 20 teacher-respondents 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 a month, the researcher asked permission from the Schools Division Office, headed by the School Division Superintendent,

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through a transmittal letter. The same letter was provided to the public-school district supervisor, school principals, and the teachers responsible for the respondents. The researcher then distributed the survey questionnaires to the head teachers, which were answered by the selected teachers. After one month, the completed questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. All collected data were collated and analyzed using appropriate statistical procedures to determine the relationships among the study variables.

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:

The Simple Percentage and weighted mean was employed to determine the relationship between the School head's Visionary Leadership, school climate and Teachers' performance.

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Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the School head's Visionary Leadership, school climate and Teachers' performance

RESULTS AND DISCUSSION

TABLE 1

LEADERSHIP PRACTICES OF PRINCIPALS (ALL INDICATORS)

Dimension	Indicator	Weighted Mean	Interpretation
Vision Clarity	The principal clearly communicates the school's vision to all staff	4.10	High
	The principal's vision inspires teachers to perform better	4.05	High
	The principal aligns school programs with the vision	4.05	High
	The principal ensures teachers understand their role in the school vision	4.10	High
	The principal regularly reviews the vision with staff	4.00	High
	Dimension Mean		4.06
Inspiration & Motivation	Teachers are motivated by the principal's vision	4.05	High

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Dimension	Indicator	Weighted Mean	Interpretation
	The principal motivates teachers to excel professionally	4.10	High
	The principal recognizes outstanding performance	4.05	High
	The principal encourages innovative teaching strategies	4.05	High
	Teachers feel encouraged to take initiative	4.10	High
	The principal communicates positively even in challenging situations	4.05	High
	The principal supports professional growth through coaching and mentoring	4.05	High
	Teachers feel empowered by the principal's leadership style	4.05	High
Dimension Mean		4.06	High
Team Spirit	The principal promotes collaboration among teachers	4.05	High
	The principal mediates conflicts effectively	4.00	High
	Teamwork is encouraged to achieve school objectives	4.05	High

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Dimension	Indicator	Weighted Mean	Interpretation
	The principal values teachers' ideas and suggestions	4.05	High
	Teachers feel included in decision-making	4.05	High
	The principal promotes trust among staff members	4.05	High
	Collaborative planning sessions are conducted regularly	4.05	High
	The principal encourages peer mentoring among teachers	4.05	High
Dimension Mean		4.04	High
Flexibility & Adaptability	The principal adapts strategies to meet teachers' needs	4.05	High
	The principal is open to new ideas and approaches	4.00	High
	Changes in school programs are handled smoothly	4.00	High
	Teachers feel comfortable suggesting improvements	4.00	High
	The principal addresses challenges promptly	4.05	High
	Innovative problem-solving is encouraged	4.00	High

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Dimension	Indicator	Weighted Mean	Interpretation	
	The principal adjusts plans based on teacher feedback	4.00	High	
	Flexibility in leadership strengthens teacher performance	4.05	High	
Dimension Mean		4.02	High	
Conscience & Ethics	The principal demonstrates integrity in decision-making	4.05	High	
	Teachers are treated fairly and respectfully	4.05	High	
	The principal models ethical behavior consistently	4.05	High	
	Ethical considerations are applied to school programs	4.05	High	
	Transparency in leadership fosters trust	4.05	High	
	Teachers feel safe to report concerns	4.05	High	
	The principal prioritizes students' and teachers' welfare	4.05	High	
	Ethical leadership influences teacher morale positively	4.05	High	
	Dimension Mean		4.05	High
	Grand Mean		4.04	High

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Legend:

- 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 Leadership Practices of Principals (All Indicators), which highlights the perceived effectiveness of school principals across key leadership dimensions, including Vision Clarity, Inspiration & Motivation, Team Spirit, Flexibility & Adaptability, and Conscience & Ethics. The data were gathered using structured questionnaires rated on a five-point Likert scale, allowing teachers to express the extent to which they observed and experienced the principals' leadership behaviors in promoting school goals, teacher engagement, and professional development. The table summarizes the weighted mean scores for each indicator, along with their corresponding interpretation.

The findings indicate that principals are highly effective across all dimensions of leadership practices. In the Vision Clarity dimension, principals consistently communicate the school's vision, align programs with it, and ensure that teachers understand their role, resulting in a high mean score. The Inspiration & Motivation dimension shows that principals actively encourage professional growth, recognize achievements, promote innovative teaching strategies, and empower teachers, which is reflected in similarly high ratings. Team Spirit is

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also rated high, demonstrating that principals foster collaboration, mediate conflicts, encourage participation in decision-making, and promote trust among staff members.

Flexibility & Adaptability received high scores, indicating that principals adjust strategies to meet teachers' needs, handle changes smoothly, and respond to challenges promptly while encouraging innovative problem-solving. The Conscience & Ethics dimension similarly achieved high ratings, showing that principals consistently demonstrate integrity, fairness, transparency, and prioritize the welfare of both students and teachers, thereby positively influencing teacher morale. Across all indicators, the leadership practices were perceived as strong and consistently applied, with a grand mean of 4.04, interpreted as High.

The results imply that principals' effective leadership practices create a supportive, motivating, and ethically grounded school environment, which is conducive to teacher engagement, professional growth, and overall school improvement. The high ratings across all dimensions suggest that strong leadership not only fosters a positive organizational climate but also enhances trust, collaboration, and innovation among staff, which are essential for sustaining school performance and achieving institutional goals.

TABLE 2
COLLABORATIVE ENVIRONMENT AND SUPPORT & PROFESSIONAL DEVELOPMENT

Dimension	Indicator	Weighted Mean	Interpretation
2.1 Collaborative Environment	Teachers regularly collaborate on lesson planning	4.30	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	Open communication is encouraged among staff	4.05	High
	Teachers feel comfortable sharing challenges	4.05	High
	Peer support is evident in the school	4.10	High
	Teachers have opportunities for professional learning communities	4.15	High
	Teachers engage in joint problem-solving activities	4.05	High
	Collaborating positively affects teaching quality	4.05	High
	Teachers respect and value each other's opinions	4.00	High
Dimension Mean		4.10	High
2.2 Support & Professional Development	Professional development opportunities are provided regularly	4.20	Very High
	The school provides resources to support teaching	4.05	High
	Teachers feel encouraged to attend workshops/seminars	4.05	High
	Constructive feedback is given to improve performance	4.05	High
	Teachers receive recognition for achievements	4.05	High
	The principal supports teachers in meeting challenges	4.00	High
	Resources are fairly distributed among teachers	3.90	High

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Dimension	Indicator	Weighted Mean	Interpretation
	Teachers feel motivated by the school climate	4.10	High
Dimension Mean		4.06	High
Grand Mean		4.08	High

Legend:

- 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 Collaborative Environment and Support & Professional Development, which highlights the extent to which teachers perceive collaboration, peer support, and professional growth opportunities within their school. The data were gathered through structured questionnaires using a Likert scale, measuring the degree to which teachers engage in collaborative activities, have access to resources, and receive encouragement and feedback that enhance their professional performance. The table summarizes the weighted mean scores for each indicator and their interpretations, providing insights into the school climate and support structures that influence teaching quality and professional development.

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The results reveal that teachers perceive a high level of collaboration within their school. In the Collaborative Environment dimension, indicators such as joint lesson planning, open communication, peer support, professional learning communities, and shared problem-solving all received high ratings, demonstrating that teachers regularly work together and respect one another's opinions. This indicates that collaborative practices are well-established and positively contribute to the overall quality of teaching. Similarly, the Support & Professional Development dimension shows that teachers are provided with professional growth opportunities, resources, constructive feedback, and recognition for achievements. Indicators such as encouragement to attend workshops, principal support, and motivation through a positive school climate were also highly rated, reflecting a school culture that actively fosters teacher development.

The findings imply that the school provides a supportive and collaborative environment that strengthens teaching effectiveness and professional competence. The overall dimension means—4.10 for Collaborative Environment and 4.06 for Support & Professional Development—led to a grand mean of 4.08, interpreted as High. The result implies that collaborative practices, coupled with consistent support and professional development opportunities, enhance teacher engagement, instructional quality, and the overall learning environment, contributing to both individual and institutional

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TABLE III

COT-RPMS TEACHER PERFORMANCE

Indicator	Weighted Mean	Interpretation
1. Applied knowledge of content within and across curriculum teaching areas	6.05	High
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	6.00	High
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	5.95	High
4. Displayed proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning	5.95	High
5. Established safe and secure learning environments to enhance learning through consistent implementation of policies, guidelines, and procedures	5.85	High
6. Maintained learning environments that promote fairness, respect, and care to encourage learning	5.90	High
7. Established a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds	5.75	High
8. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	5.85	High

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Indicator	Weighted Mean	Interpretation
9. Used strategies for providing timely, accurate, and constructive feedback to improve learner performance	5.85	High
Grand Mean	5.90	High

Legend (7 Point Likert Scale — based on PST/COT interpretation)

- 6.01 – 7.00 = Very High (Outstanding Performance / Highly Observed)
- 5.01 – 6.00 = High (Strongly Agree / Observed)
- 4.01 – 5.00 = Moderate (Agree / Moderately Observed)
- 3.01 – 4.00 = Low (Disagree / Less Observed)
- 1.00 – 3.00 = Very Low (Strongly Disagree / Not Observed)

This table presents COT-RPMS Teacher Performance, which assesses the instructional competencies and classroom practices of teachers based on the Classroom Observation Tool (COT) under the Results-Based Performance Management System (RPMS). The table provides weighted mean scores for key indicators, including content knowledge, teaching strategies, language proficiency, learning environment management, and culturally responsive instruction. These indicators reflect how teachers apply professional knowledge and skills to enhance learner achievement, ensure inclusive and safe learning spaces, and provide timely feedback, with each item evaluated using a seven-point Likert scale to determine the observed level of performance.

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The findings indicate that teachers demonstrated consistently high performance across all indicators. Teachers effectively applied knowledge within and across curriculum areas, employed diverse strategies to enhance literacy, numeracy, and higher-order thinking skills, and used Mother Tongue, Filipino, and English proficiently to facilitate learning. They established safe, fair, and learner-centered environments that responded to students' diverse linguistic, cultural, socio-economic, and religious backgrounds. Additionally, teachers adapted culturally appropriate strategies for indigenous learners and provided constructive feedback to improve student outcomes. Each of these indicators received high ratings, reflecting strong instructional performance and professional competence in meeting curriculum and learner needs.

Overall, the results imply that teachers' performance in terms of content mastery, pedagogical strategies, learning environment management, and responsiveness to learners' diverse needs is highly effective. The indicators produced a grand mean of 5.90, interpreted as High, demonstrating that teachers consistently apply professional skills to ensure student learning success, maintain inclusive and safe classrooms, and support the holistic development of learners. The result implies that ongoing professional development, collaborative practices, and structured observation tools contribute to maintaining high instructional standards and promoting continuous teacher growth.

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TABLE 4

TEST OF RELATIONSHIP

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Leadership Practices and Collaborative Environment & Support (Table 1 & 2)	0.92	9.97	2.101	Reject Ho	Significant Relationship
School Heads' Leadership Practices and Teacher Performance (COT-RPMS) (Table 1 & 3)	0.88	7.87	2.101	Reject Ho	Significant Relationship

This table presents the Test of Relationship, showing the correlation between School Heads' Leadership Practices and both Collaborative Environment & Support, as well as Teacher Performance measured through the COT-RPMS framework. The study employed Pearson's r to determine the strength and direction of the relationships, while the computed t-values were compared against the critical table value at the 0.05 level of significance to decide whether to accept or reject the null hypotheses. This analysis aimed to examine how principals' leadership behaviors influence school climate and instructional performance of teachers.

The results reveal a very strong positive correlation between School Heads' Leadership Practices and Collaborative Environment & Support, with a Pearson r indicating a highly significant relationship. This suggests that effective leadership practices such as vision clarity,

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motivation, team spirit, flexibility, and ethical behavior strongly enhance collaboration among teachers, encourage peer support, and promote professional development. Similarly, the correlation between School Heads' Leadership Practices and Teacher Performance (COT-RPMS) was also high, indicating that principals' leadership has a significant impact on teachers' instructional competencies, classroom management, content knowledge application, and culturally responsive teaching strategies. Both sets of variables show statistically significant relationships, confirming that strong leadership practices are closely linked to a positive school climate and higher teacher performance.

The results imply that school heads' leadership practices are pivotal in fostering both a collaborative and supportive environment as well as high-quality teacher performance. The overall results, with correlations of 0.92 and 0.88, demonstrate significant positive associations. The result implies that improvements in principals' leadership competencies directly influence teacher collaboration, professional development, and classroom effectiveness, highlighting the critical role of leadership in achieving organizational and instructional excellence.

CONCLUSION

Based on the results of this study, school heads' leadership practices have a significant and positive influence on both the collaborative environment and support within schools, as well as on teachers' performance. Effective leadership behaviors, including clarity of vision, motivation, teamwork, flexibility, and ethical decision-making, were found to enhance teacher

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collaboration, professional growth, and instructional effectiveness. The findings imply that strong and competent leadership is essential in creating a supportive school climate, improving classroom practices, and fostering high-quality teaching. Overall, the study underscores that principals' leadership plays a pivotal role in strengthening the school system, promoting organizational excellence, and ensuring the continuous development of both teachers and students.

RECOMMENDATIONS

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

The Teachers should actively participate in professional development activities and collaborative initiatives, provide constructive feedback to school heads, and engage in practices that enhance teaching performance in response to the leadership and school climate.

The School Heads should continue to strengthen their visionary leadership practices by clearly communicating the school vision, motivating teachers, fostering teamwork, demonstrating flexibility, and upholding ethical standards to maintain a positive and supportive school climate that promotes teacher performance.

The Public Schools District Supervisor should monitor and support school heads' leadership development programs, provide guidance on best practices for fostering collaborative environments, and ensure resources are available to enhance teacher performance and professional growth.

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The Parents should actively support school programs and initiatives, encourage teachers through positive feedback, and collaborate with school leaders to reinforce a conducive learning environment that aligns with the school's vision.

The Researcher should disseminate the study's findings to school administrators, teachers, and relevant educational stakeholders to provide actionable insights on the importance of leadership practices and school climate in improving teacher performance.

Future Researchers should conduct further studies to explore additional variables that may influence teacher performance, such as student engagement, technology integration, or instructional innovation, and consider using larger or more diverse samples to validate and expand upon the findings of this study.

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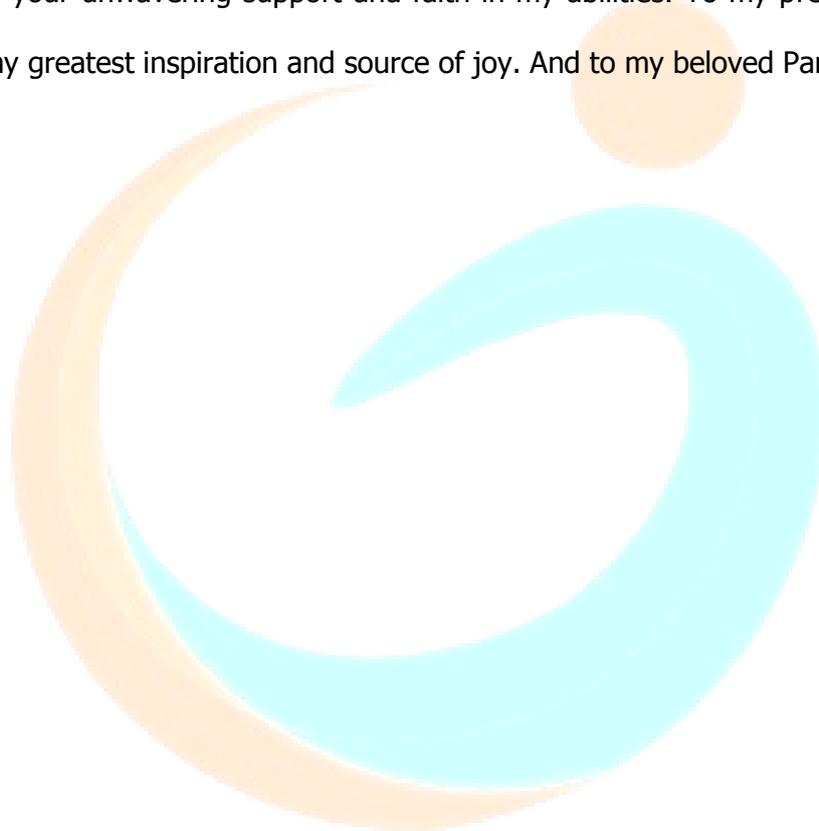
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