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**HUMAN RESOURCE DEVELOPMENT SKILLS OF SCHOOL HEADS  
AND THEIR INFLUENCE ON TEACHERS' KNOWLEDGE AND  
PEDAGOGICAL SKILLS**

**CHARLENE B. COMPETENTE**

**Teacher III**

**Western Leyte College**

Master of Arts in Education

Major in School Administration and Supervision

charlene.competente@deped.gov.ph

**ABSTRACT**

This study determined the significant relationship between the Human Resource Development (HRD) skills of school heads and their influence on teachers' knowledge and pedagogical skills. A proposed Instructional Supervisory Plan was formulated based on the results of the study. This study employed a quantitative descriptive-correlational research design, which was appropriate for examining the relationship between the human resource development (HRD) skills of school heads and the knowledge and pedagogical skills of teachers. Through this design, the study aimed to determine whether and to what extent the HRD competencies of school heads influenced teachers' instructional performance. The participants included school heads and teachers from selected public schools, representing different levels of teaching experience and subject specialization to ensure diverse perspectives. Data were gathered using structured questionnaires and standardized assessment tools: one instrument measured the HRD skills of school heads, while another assessed teachers' knowledge and pedagogical competencies. The process began with

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obtaining the necessary permissions from the school district office and the school administration. Participants were then informed about the purpose of the study and assured of the confidentiality of their responses. Questionnaires were distributed to teachers and school heads, either in printed form or through a secure online platform, allowing sufficient time for completion. After collection, the responses were coded, tabulated, and analyzed statistically using descriptive and inferential techniques such as mean, standard deviation, and Pearson's correlation coefficient.

The Test of Relationship Between School Heads' Leadership Practices and Teachers' Classroom Practices (COT) examines the degree of association between leadership practices of school heads and the instructional competencies of teachers as reflected in Classroom Observation Tool (COT) results. The table specifically presents the correlation analysis between school heads' leadership practices and teachers' classroom performance, along with the statistical basis used to determine the significance of their relationship. It further shows the decision on the null hypothesis and the interpretation of the strength and direction of the relationship between the two variables. The findings revealed that there is a strong positive relationship between school heads' leadership practices and teachers' classroom practices. This indicates that as the leadership practices of school heads improve, teachers' instructional competencies as reflected in COT results also tend to improve. The result suggests that effective leadership practices such as strategic planning, professional support, collaboration, monitoring, and motivation are closely associated with better classroom performance among teachers. This implies that leadership plays a crucial role in influencing the quality of

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instruction and classroom implementation. Moreover, the results show that the relationship between the variables is statistically significant, leading to the rejection of the null hypothesis. This confirms that school heads' leadership practices have a meaningful and positive influence on teachers' classroom practices. The interpretation further indicates that strong leadership contributes to improved instructional delivery, better classroom management, enhanced teaching strategies, and more effective assessment practices among teachers, as reflected in their COT performance. The results imply that school heads' leadership practices are essential in strengthening teachers' classroom performance and overall instructional effectiveness. The result implies that effective leadership behaviors such as mentoring, collaboration, monitoring, and providing professional development opportunities directly contribute to higher levels of teacher performance in the classroom. Furthermore, the strong positive relationship indicates that improvements in leadership practices are likely to result in better instructional outcomes among teachers. The rejection of the null hypothesis further implies that leadership quality is a key determinant of classroom effectiveness and overall school performance improvement.

**Keywords:** *Human Resource Development Skills, School Heads, Teacher's Knowledge, Pedagogical Skills*

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## INTRODUCTION

The human resource development (HRD) skills of school heads play a critical role in shaping teachers' professional knowledge and pedagogical capabilities. HRD skills encompass the ability of school leaders to provide training, mentoring, coaching, performance evaluation, and professional development opportunities for teachers. When school heads effectively utilize these skills, teachers receive guidance and support that enhances their mastery of content knowledge, teaching strategies, and classroom management techniques. Observations within the school environment suggest that teachers who work under supportive leadership are more confident in their subject matter, more innovative in lesson delivery, and more collaborative in sharing best practices. This influence extends beyond individual teachers to the overall learning environment, as improved teacher competence directly impacts the quality of instruction and student outcomes.

Teachers' professional growth is closely linked to the school head's leadership approach. Leaders who invest time in HRD create a positive atmosphere where teachers feel valued, supported, and motivated to improve. Such an environment fosters continuous learning, encourages adaptation to new curricula, and cultivates creativity in instructional design. In contrast, insufficient leadership support may limit teacher development, resulting in stagnant pedagogical practices and lower instructional effectiveness. Therefore, understanding the role of school heads' HRD skills provides valuable insights into how leadership practices can enhance teaching quality and contribute to the overall improvement of educational standards in public schools.

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Alao (2018) noted that effective leadership in human resource development is positively associated with teachers' pedagogical skills, as it provides structured guidance and targeted support for instructional improvement. Collectively, these studies suggest that leadership practices centered on HRD not only improve teacher performance but also contribute to sustainable school improvement. This research builds upon these findings by examining the specific influence of HRD skills on both content knowledge and pedagogical strategies in teachers.

Several strategies can enhance teachers' knowledge and pedagogical skills through effective HRD. These include structured mentoring programs where experienced educators provide guidance to novice teachers, regular professional development workshops to introduce innovative teaching methods, and performance evaluations that provide constructive feedback. Collaborative practices, such as peer observations and lesson study groups, allow teachers to learn from one another and refine their instructional approaches. Encouraging a culture of continuous improvement, where teachers are motivated to engage in self-directed learning and experimentation, also strengthens classroom practices. By applying these strategies, school heads can create an environment that nurtures teacher growth and improves student learning outcomes.

Several challenges were encountered during the preparation of this study. One major difficulty was finalizing an appropriate research title that was both specific and understandable, accurately reflecting the relationship between school heads' HRD skills and teachers' competencies. Determining the key variables to include in the study also proved

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challenging, requiring multiple revisions to ensure clarity and relevance. Additionally, the researcher considered the originality and relevance of the topic, questioning whether it had been sufficiently explored in existing literature. Aligning the research focus with adviser recommendations and institutional guidelines added further complexity. Despite these challenges, the process allowed the researcher to refine the study's scope, clarify its objectives, and strengthen its potential contribution.

The study of school heads' human resource development skills and their influence on teachers' knowledge and pedagogical skills is vital for improving teaching quality and fostering professional growth. By examining how leadership practices support teacher development, this research provides actionable insights into strategies that can enhance instructional competence and overall school performance. Conducting this study will contribute to a deeper understanding of the role of HRD in public schools and support the design of leadership practices that cultivate a culture of continuous professional learning and improved student outcomes.

This study determined the significant relationship between the Human Resource Development (HRD) skills of school heads and their influence on teachers' knowledge and pedagogical skills. A proposed Instructional Supervisory Plan was formulated based on the results of the study.

Specifically, this study sought to answer the following questions:

1. What is the perception of the respondents on the Human Resource Development Skills of School Heads in terms of:

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- 1.1. Strategic Planning and Human Resource Management;
  - 1.2. Professional Development and Training Opportunities for Teachers;
  - 1.3. Collaborative Leadership and Decision Making;
  - 1.4. Monitoring, Mentoring, and Feedback Mechanisms; and
  - 1.5. Supportive and Motivational Work Environment.
2. What is the teacher's performance based on Classroom Observation tool (COT)? .
  3. Is there a significant relationship between the Human Resource Development Skills of School Heads and Teachers' performance based on COT?
  4. What Human Resource Development and Instructional Supervisory Plan can be proposed based on the findings of the study?

### Statement of Null Hypotheses

H<sub>0</sub> – There is no significant relationship between the Human Resource Development Skills of School Heads and Teachers' performance based on COT.

## METHODOLOGY

**Design.** This study employed a quantitative descriptive-correlational research design, which was appropriate for examining the relationship between the human resource development (HRD) skills of school heads and the knowledge and pedagogical skills of teachers. Through this design, the study aimed to determine whether and to what extent the HRD competencies of school heads influenced teachers' instructional performance. The participants included

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school heads and teachers from selected public schools, representing different levels of teaching experience and subject specialization to ensure diverse perspectives. Data were gathered using structured questionnaires and standardized assessment tools: one instrument measured the HRD skills of school heads, while another assessed teachers' knowledge and pedagogical competencies.

The process began with obtaining the necessary permissions from the school district office and the school administration. Participants were then informed about the purpose of the study and assured of the confidentiality of their responses. Questionnaires were distributed to teachers and school heads, either in printed form or through a secure online platform, allowing sufficient time for completion. After collection, the responses were coded, tabulated, and analyzed statistically using descriptive and inferential techniques such as mean, standard deviation, and Pearson's correlation coefficient.

The main locale of the study was Soob Elementary School and Albuera North Central school. To gather the necessary data for this study, the researcher used two research instruments: a survey questionnaire and a Classroom Observation Tool (COT). These instruments were designed to collect data on teachers' perceptions of Collaborative Expertise and Learning Action Cell (LAC) Session Implementation and to assess their teaching performance. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

To address the objectives of this study, a structured questionnaire and assessment tool were used as the primary research instruments. The questionnaire was designed to gather

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data on the perception of respondents regarding the Human Resource Development (HRD) skills of school heads, including areas such as strategic planning and human resource management, professional development and training opportunities for teachers, collaborative leadership and decision-making, monitoring, mentoring, feedback mechanisms, and a supportive and motivational work environment. Another section of the instrument assessed teachers' competence, focusing on subject matter knowledge, pedagogical skills and instructional strategies, assessment and evaluation competence, communication and interpersonal skills, and professionalism and continuous learning. Additionally, teacher competence was linked to student performance in key subjects to determine the impact of instructional effectiveness. The instrument was validated by education experts for content validity and reliability to ensure the accuracy and consistency of responses. Data collected through the questionnaire and assessment tool was quantitatively analyzed using statistical methods such as mean, standard deviation, and Pearson's correlation coefficient to examine the relationship between school heads' HRD skills, teachers' competence, and student performance. Finally, the results served as the basis for formulating a proposed Human Resource Development and Instructional Supervisory Plan, aiming to enhance leadership practices, teacher effectiveness, and ultimately student outcomes.

**Sampling** The respondents of the study were the 2 School Heads and 48 teachers 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.

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**Research Procedure.** To gather the necessary data within one month (30 days), the researcher asked permission from the Schools Division Office headed by the School Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and the teachers under their supervision.

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

The data were collated and submitted for appropriate statistical treatment.

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

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

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

Simple Percentage and Weighted Mean to quantify and describe the extent of leadership practices and professional development activities among school heads.

Pearson Moment Correlation Coefficient was utilized to examine the significant relationships between school heads' leadership and professional development and its effects on teacher performance and student achievement.

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## RESULTS AND DISCUSSION

**TABLE 1**

**SCHOOL HEADS' LEADERSHIP PRACTICES ACROSS KEY DIMENSIONS**

Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
<b>Strategic Planning &amp; HR Management</b>	The school head effectively aligns school goals with teachers' roles.	<b>4.96</b>	Very High
	The school head implements clear HR policies and procedures.	<b>4.98</b>	Very High
	Recruitment and staffing decisions are strategic and transparent.	<b>4.98</b>	Very High
	Resource allocation supports both teachers and student needs.	<b>5.00</b>	Very High
	Long-term school planning considers teacher development.	<b>4.88</b>	Very High
<b>Professional Development &amp; Training</b>	The school head encourages participation in relevant training programs.	<b>5.00</b>	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Teachers receive guidance on identifying professional growth needs.	4.96	Very High
	Opportunities for workshops and seminars are accessible.	5.00	Very High
	The school head supports further education initiatives.	4.96	Very High
	Continuous professional learning is a school priority.	4.96	Very High
<b>Collaborative Leadership &amp; Decision Making</b>	The school head involves teachers in important decision-making.	5.00	Very High
	Collaboration is encouraged across departments.	5.00	Very High
	Teachers' opinions are valued when planning programs.	4.98	Very High
	Team meetings are held regularly to address school concerns.	4.83	Very High
	The school head promotes shared responsibility in projects.	4.96	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)	
<b>Monitoring, Mentoring &amp; Feedback</b>	The school head provides constructive feedback to teachers.	<b>4.96</b>	Very High	
	Mentorship programs are implemented for new teachers.	<b>5.00</b>	Very High	
	Teacher performance is regularly monitored using clear criteria.	<b>4.98</b>	Very High	
	Teachers receive timely support for improving instructional practices.	<b>4.90</b>	Very High	
	The school head addresses performance gaps professionally.	<b>4.85</b>	Very High	
	<b>Supportive &amp; Motivational Work Environment</b>	The school head fosters a positive and motivating work environment.	<b>4.96</b>	Very High
		Teacher achievements are recognized and celebrated.	<b>5.00</b>	Very High
	Open communication and trust are encouraged.	<b>4.96</b>	Very High	

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head supports teachers' well-being and work-life balance.	4.96	Very High
	Innovation and creativity in teaching are encouraged.	4.96	Very High

**Overall Weighted Mean = 4.96 → Very High**

**Legend (5-Point Likert Scale):**

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

This table presents School Heads' Leadership Practices Across Key Dimensions, highlighting the extent to which school heads demonstrate effective leadership in terms of Strategic Planning and Human Resource Management, Professional Development and Training, Collaborative Leadership and Decision-Making, Monitoring, Mentoring and Feedback, and Supportive and Motivational Work Environment. The table further reflects the weighted mean and interpretation of each indicator based on a 5-point Likert scale, describing how these leadership practices are perceived by teachers in relation to school management and instructional support.

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In terms of Strategic Planning and Human Resource Management, the results show that resource allocation that supports both teachers and students obtained the highest weighted mean, while long-term school planning that considers teacher development obtained the lowest, although still interpreted as very high. The indicators collectively reveal that school heads demonstrate strong capability in aligning school goals with teacher roles, implementing clear HR policies, ensuring strategic and transparent staffing decisions, and supporting teacher and student needs through effective resource management.

Under Professional Development and Training, the highest ratings were observed in the encouragement of participation in training programs and access to workshops and seminars, while the lowest indicators still reflected very high ratings in supporting further education and continuous professional learning. For Collaborative Leadership and Decision-Making, the highest indicators include involving teachers in decision-making, encouraging collaboration across departments, and promoting shared responsibility, while regular team meetings received comparatively lower but still very high ratings. In terms of Monitoring, Mentoring, and Feedback, mentorship programs for new teachers obtained the highest rating, followed by performance monitoring using clear criteria, while addressing performance gaps professionally received the lowest rating. Lastly, under Supportive and Motivational Work Environment, recognition of teacher achievements obtained the highest rating, while all other indicators such as open communication, teacher well-being support, and encouragement of innovation consistently received very high ratings, reflecting a strong and positive school climate.

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The results imply that school heads demonstrate highly effective leadership practices across all dimensions, as reflected in the overall weighted mean of 4.96, which implies that the result implies that school leadership is consistently strong, supportive, collaborative, and development-oriented. This suggests that school heads are highly effective in strategic planning, human resource management, professional development support, participative decision-making, mentoring systems, and fostering a positive work environment. The findings further imply that such strong leadership practices contribute to teacher motivation, professional growth, instructional improvement, and a culture of collaboration within schools. Moreover, the consistently very high ratings across all indicators indicate that leadership practices are well-implemented and strongly perceived by teachers as beneficial to both instructional and organizational development.

**TABLE 2**  
**CLASSROOM OBSERVATION TOOL (COT) RESULTS**

<b>Leadership Dimension</b>	<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation (Rating Scale)</b>
<b>Content Knowledge &amp; Pedagogy</b>	Apply knowledge of content within and across curriculum teaching areas (1.1.2)	<b>6.25</b>	Very High
	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	<b>6.25</b>	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (Rating Scale)
	Apply a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills (1.5.2)	6.25	Very High
Learning Environment Management	Manage classroom structure to engage learners in meaningful exploration and activities (2.3.2)	6.23	Very High
	Manage learner behavior constructively using positive and non-violent discipline (2.6.2)	6.19	Very High
Diversity of Learners	Use differentiated, developmentally appropriate learning experiences (3.1.2)	6.23	Very High
Curriculum Planning & Implementation	Plan, manage, and implement sequenced teaching-learning processes (4.1.2)	6.19	Very High
	Select, develop, and use appropriate teaching-learning resources including ICT (4.5.2)	6.25	Very High
Assessment & Reporting	Design and use diagnostic, formative, and summative assessment strategies (5.1.2)	6.25	Very High

**Overall Weighted Mean = 6.23 → Very High**

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## Legend (COT Rating Scale):

- **6.01 – 8.00** = Very High (Highly Proficient / Highly Observed)
- **4.01 – 6.00** = High (Proficient / Observed)
- **2.01 – 4.00** = Moderate (Developing / Fairly Observed)
- **1.00 – 2.00** = Low (Beginning / Less Observed)

This table presents Classroom Observation Tool (Cot) Results, which reflect the level of teachers' instructional competencies across key domains of teaching practice. Specifically, it shows the extent of teachers' performance in terms of Content Knowledge and Pedagogy, Learning Environment Management, Diversity of Learners, Curriculum Planning and Implementation, and Assessment and Reporting. The table further presents the weighted mean and interpretation of each indicator based on the COT rating scale, describing the degree to which instructional competencies are observed and demonstrated in actual classroom teaching.

In terms of Content Knowledge and Pedagogy, all indicators obtained equal very high ratings, showing that teachers consistently apply content knowledge across curriculum areas, utilize a range of teaching strategies that enhance literacy and numeracy skills, and promote critical thinking and higher-order thinking skills. This indicates that teachers demonstrate strong mastery of subject matter and effective instructional delivery. Meanwhile, under Learning Environment Management, teachers were rated very highly in managing classroom structure to promote meaningful learning activities and in applying positive and non-violent

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discipline, although behavior management received a slightly lower rating compared to other indicators but remained very high.

For Diversity of Learners, the results show that teachers effectively use differentiated and developmentally appropriate learning experiences, indicating strong responsiveness to varied learner needs. In Curriculum Planning and Implementation, teachers demonstrated very high competence in planning and implementing sequenced teaching-learning processes and in selecting and using appropriate instructional resources, including ICT integration, reflecting strong preparedness and adaptability in instruction. Lastly, in Assessment and Reporting, teachers obtained very high ratings in designing and using diagnostic, formative, and summative assessment strategies, indicating strong capability in evaluating learner performance and using assessment results to improve instruction.

The results imply that teachers demonstrate highly proficient instructional competencies across all domains, as reflected in the overall weighted mean of 6.23, which implies that the result implies that teachers consistently exhibit very high levels of instructional performance in classroom teaching practices. This suggests that teachers are highly effective in applying content knowledge, managing learning environments, addressing learner diversity, implementing curriculum effectively, and utilizing appropriate assessment strategies. The findings further imply that teachers are well-prepared, highly skilled, and capable of delivering quality instruction that supports student learning outcomes and holistic development. Moreover, the consistently very high ratings across all indicators indicate strong alignment

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with effective teaching standards and the Philippine Professional Standards for Teachers, reflecting overall instructional excellence in classroom practice.

**TABLE III**

**TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' LEADERSHIP PRACTICES AND TEACHERS' CLASSROOM PRACTICES (COT)**

<b>Variables Correlated</b>	<b>r (Pearson)</b>	<b>Computed t</b>	<b>Table Value @ 0.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
School Heads' Leadership Practices and Teachers' Classroom Practices (COT)	<b>0.76</b>	<b>2.02</b>	<b>1.11</b>	<b>Reject Ho</b>	<b>Significant Relationship (Strong Positive)</b>

This table presents Test of Relationship Between School Heads' Leadership Practices And Teachers' Classroom Practices (Cot), which examines the degree of association between leadership practices of school heads and the instructional competencies of teachers as reflected in Classroom Observation Tool (COT) results. The table specifically shows the correlation analysis between school heads' leadership practices and teachers' classroom performance, along with the computed statistical values used to determine the significance of their relationship. It further presents the decision on the null hypothesis and the interpretation of the strength and direction of the relationship between the two variables.

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The findings revealed that there is a strong positive relationship between school heads' leadership practices and teachers' classroom practices. This indicates that as the leadership practices of school heads improve, teachers' instructional competencies as reflected in COT results also tend to improve. The result suggests that effective leadership practices such as strategic planning, professional support, collaboration, monitoring, and motivation are closely associated with better classroom performance among teachers. This implies that leadership plays a crucial role in influencing the quality of instruction and classroom implementation.

Moreover, the results show that the relationship between the variables is statistically significant, leading to the rejection of the null hypothesis. This confirms that school heads' leadership practices have a meaningful and positive influence on teachers' classroom practices. The interpretation further indicates that strong leadership contributes to improved instructional delivery, better classroom management, enhanced teaching strategies, and more effective assessment practices among teachers, as reflected in their COT performance.

The results imply that school heads' leadership practices are essential in strengthening teachers' classroom performance and overall instructional effectiveness. The result implies that effective leadership behaviors such as mentoring, collaboration, monitoring, and providing professional development opportunities directly contribute to higher levels of teacher performance in the classroom. Furthermore, the strong positive relationship indicates that improvements in leadership practices are likely to result in better instructional outcomes among teachers. The rejection of the null hypothesis further implies that leadership quality is a key determinant of classroom effectiveness and overall school performance improvement.

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## Conclusion

Based on the results of this study, it can be concluded that school heads' leadership practices have a significant and positive influence on teachers' classroom practices. Effective leadership characterized by strategic planning, instructional support, collaboration, monitoring, and motivation contributes to improved teaching performance and enhanced instructional delivery among teachers. This indicates that strong school leadership plays a vital role in strengthening classroom effectiveness, promoting professional growth, and improving overall instructional quality in schools.

## Recommendations

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

The Teacher should continuously improve their instructional practices by actively participating in professional development activities, applying effective teaching strategies in the classroom, and collaborating with colleagues to enhance student learning outcomes.

The School Heads should strengthen their leadership practices by providing consistent instructional support, mentoring teachers, promoting collaboration, and ensuring effective implementation of school-based programs that enhance teaching performance.

The Public Schools District Supervisor should provide regular monitoring, technical assistance, and capacity-building programs to support school heads in improving leadership practices and to ensure the effective delivery of quality instruction across schools.

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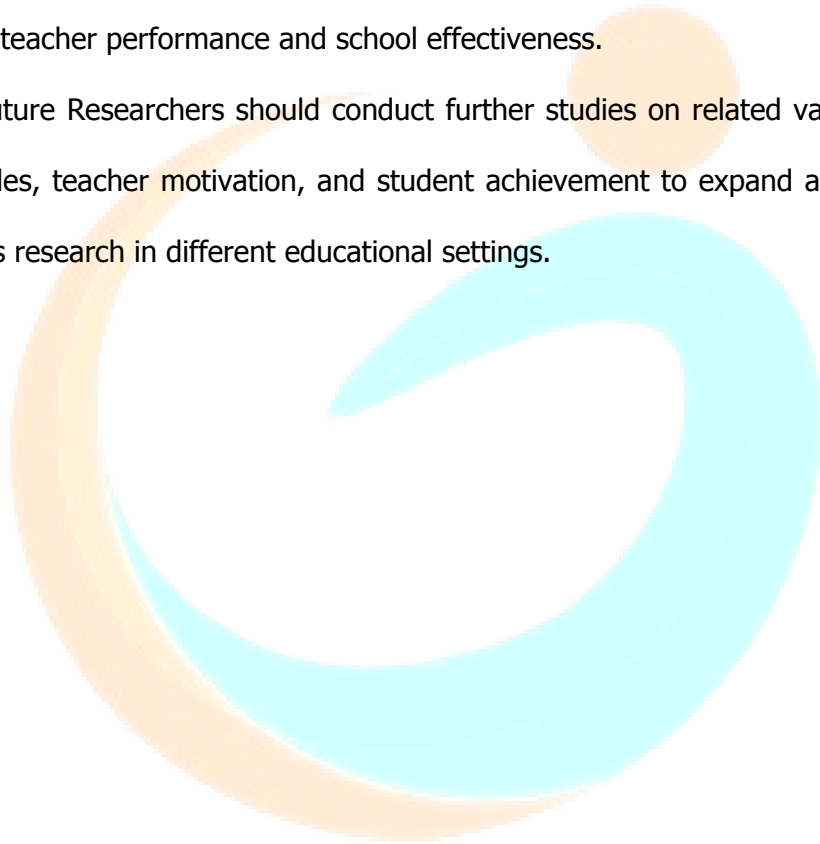


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The Parents should actively support school initiatives by encouraging their children's learning, maintaining open communication with teachers, and participating in school activities that promote academic success and learner development.

The Researcher should utilize the findings of this study as a basis for developing improved instructional supervisory programs and leadership development initiatives that enhance both teacher performance and school effectiveness.

The Future Researchers should conduct further studies on related variables such as leadership styles, teacher motivation, and student achievement to expand and validate the findings of this research in different educational settings.



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## AUTHOR'S PROFILE



### CHARLENE BATIANCILA COMPETENTE

The author was born on November 16, 1995 at Davao City, Davao Del Sur, Philippines. From an early age, she displayed a deep interest in learning, leadership and personal growth qualities that would later shape her journey as an educator. She graduated with flying colors from the Eastern Visayas State University – Ormoc City Campus on April 4, 2017, where she earned her Bachelor's degree in Secondary Education, major in Home Economics and Livelihood Education.

Her fascination with supervision and leadership began during her high school and college years. While observing teachers, administrators, and mentors, she became drawn to the principles of guidance, mentorship, and effective educational management. She realizes that impactful supervision is not limited to administrative duties but extends to inspiring others, fostering collaboration, and nurturing potential. This realization fueled her desire to specialize in Administration and Supervision as her field of specialization for her master's degree, recognizing that effective leadership plays a vital role in improving both teaching performance and student learning outcomes.

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Currently, she is pursuing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City. Her graduate studies further strengthen her foundation in educational leadership, equipping her with advanced knowledge and practical insights on instructional supervision, organizational behavior, and school management.

Professionally, she serves as a Teacher III under the Department of Education, teaching Grade 5 pupils at Soob Elementary school, located in Soob, Poblacion, Albuera, Leyte, Philippines. Since 2022, she has been committed to nurturing young learners by developing their foundational skills, values, discipline, and creativity helping shape them into confident, responsible, and lifelong learners. For her, effective supervision is not about wielding power or asserting authority, but about leading with empathy and purpose. She believes true leadership lies in the ability to guide growth, build trust and empower others to reach their fullest potentials whether they are students, colleagues, or fellow educators.

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