



MANAGEMENT SKILLS OF SCHOOL HEADS, TEACHERS' ATTITUDE AND LEARNERS' ACADEMIC PERFORMANCE

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ABSTRACT

This study determined the significant relationship between Management skills of School Heads towards Elementary teachers attitude and academic performance of Learners in Panhugan and Sherwood Elementary Schools. A proposed Instructional Supervisory plan was formulated based on the result of the study. The study utilized a descriptive–evaluative and correlational research design to determine the relationship between the management skills of the School Head, teachers' attitudes, and the performance of Key Stage 2 learners. The descriptive component of the research design provided a comprehensive overview of the existing level of the School Head's management skills, teachers' attitudes toward their work, and learners' academic performance. Data were gathered through surveys, interviews, and observations to capture detailed information about how the School Head motivated teachers and how these management practices influenced instructional delivery and learner engagement. The evaluative component focused on assessing the effectiveness of the School Head's management strategies. It examined how these strategies influenced teachers' job

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satisfaction, commitment, professional behavior, and overall performance. Various assessment tools such as performance ratings, teacher self-assessment surveys, and analysis of learners' academic records were employed to determine the effectiveness of specific management approaches. The evaluative aspect provided evidence-based insights that guided improvements in leadership practices and instructional supervision. The correlational component examined the degree of relationship among the School Head's management skills, teachers' attitudes, and the academic performance of Key Stage 2 learners. Statistical analysis techniques were utilized to measure the strength and direction of these relationships. This helped determine whether significant associations existed between leadership management practices and both teacher and learner outcomes. The findings of the study served as the basis for the development of a proposed Instructional Supervisory Plan aimed at enhancing leadership practices, strengthening teacher management, and improving learner performance.

The study examined the relationship among the Management Skills of School Heads, Teachers' Personal and Career Attitudes, and Learners' Academic Performance. The findings indicate that there is a significant and positive relationship between the management skills of school heads and teachers' personal and career attitudes. This suggests that when school heads demonstrate strong leadership, effective instructional management, and organizational competence, teachers tend to exhibit higher levels of professionalism, ethical behavior, and commitment to their career growth. Similarly, a significant positive relationship was observed between teachers' personal and career attitudes and learners' academic performance. This implies that teachers who maintain strong personal conduct, professional responsibility, and

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a commitment to continuous improvement contribute directly to the academic success of their students. The results highlight the critical role of teacher management, work ethics, and professional development in enhancing learning outcomes. Overall, the study suggests that the management skills of school heads and the personal and career attitudes of teachers work together to positively influence learner achievement. The findings confirm that effective school leadership enhances teacher attitudes, which in turn fosters higher academic performance among learners. These results underscore the interconnectedness of leadership, teacher professionalism, and student outcomes, emphasizing the importance of strategic instructional and organizational management in promoting academic excellence across the school system. Strong leadership and motivated teachers collectively create an environment conducive to learning, collaboration, and continuous improvement.

Keywords: *Management Skills, School Heads, Teachers' Attitude, Academic Performance*

INTRODUCTION

Management skills of school principals play a crucial role in shaping teachers' attitudes and ultimately influencing learners' performance. A principal who demonstrates strong management abilities can inspire teachers to perform at their best by fostering a supportive, appreciative, and growth-oriented school environment. Through recognition, encouragement, and professional support, principals enhance teachers' morale, self-efficacy, and commitment to their work. When teachers feel valued and empowered, they tend to adopt positive attitudes

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toward teaching, which translates to better classroom practices and higher student engagement. Moreover, management leadership establishes a sense of shared purpose, where both teachers and learners are encouraged to strive for academic excellence. By promoting collaboration, open communication, and continuous improvement, the principal's management skills become a driving force that uplifts the overall school culture and enhances student learning outcomes.

According to Suleman, Hussain, and Syed (2018) in their study titled "Effect of Principals' Motivational Practices on Teachers' Job Performance and Students' Academic Achievement in Secondary Schools of Pakistan", motivational leadership among principals significantly affects teachers' job satisfaction, teaching effectiveness, and students' academic achievement. The study revealed that principals who consistently motivate teachers through verbal appreciation, professional development opportunities, and participatory decision-making contribute to creating a positive school climate where teachers are more dedicated and learners perform better. This finding supports the idea that school heads who demonstrate motivational competence not only influence teachers' attitudes but also foster an environment conducive to effective teaching and improved learner outcomes.

The Philippine Education System of today has been focused on bridging the gap in literacy and numeracy among the learners more than ever. Amid all the crises that arose, the teachers have been feeling the burn-out caused by continuous pressure, high expectations, and numerous demands directed to them. These has led to poor performances, complacency in mediocrity, and lack of initiative among others. I chose this title to investigate the

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relationship between these problems and the effectiveness of school leadership. A school principal who can actively utilize management skills to inspire and improve teachers' attitude, which in turn will improve learner performances especially in Numeracy and Literacy, is highly in demand. This study aims to provide a way for school leaders to better understand the relationship between good leadership, teacher excellence, and learner academic achievement.

This study can be an important breakthrough in school leadership. From personal experience, the effectiveness of school principals heavily affects the performance of the school. The teachers are also more inclined to perform better with the positive motivation from the principal. A good leader is someone who inspires others to be better. This study aims to prove that a leader with good motivational skills will directly impact and improve the attitude of teachers, together with the numeracy and literacy performances of the learners.

As a Grade 5 & 6 teacher in a far-flung area, I have encountered numerous challenges that directly affect teacher attitude and learner performances. One of which is the learners' and parents' attitude towards education. They don't feel as strongly about how important education is for the future of the learners. Their priority goes as far as what they need to survive each day. Some parents even encourage their children to miss school often to take care of younger siblings so that the parents can work in the mountains to earn enough to buy food for the family. Although there has been a lot of interventions done by the Department of Education, such as feeding programs, it is not enough to solve the problem of poverty among communities in far-flung areas. Because of this, the learning needs of the learners are considered not as important, which leads to poor performances, especially in numeracy and

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literacy. In response to these challenges, teachers often feel that their efforts are wasted, and their attitude towards teaching changes drastically.

These are the reasons why the researcher focuses on the management skills of the school principal towards teachers' attitude and learners' performance.

This study determined the significant relationship between Management skills of School Heads towards Elementary teachers attitude and academic performance of Learners in Panhugan and Sherwood Elementary Schools. 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 extent of the Management skills of the School Heads as rated by the teachers with regards to:

- 1.1 Instructional management
- 1.2 Internal Relations
- 1.3 Organizational Management
- 1.4 Administration
- 1.5 External Relations
- 1.6 Planning?

2. What is the extent of the teaching attitude among teachers in the aspects of:

- 2.1 Personal Attitude; and
- 2.2 Work Attitude?

3. What is the academic performance of the Key Stage 2 Learners?

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4. Is there a significant relationship the ff:

4.1. Management Skills and Teachers' attitude; and

4.2. Teachers' Attitude and Academic performance of the key stage 2 learners?

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

Statement of Hypothesis

H0 – there is no significant relationship between the ff:

4.1. Management Skills of School Heads & Teachers' attitude; and

4.2. Teachers' Attitude & Test performance of the Key Stage 2 learners in all subjects.

METHODOLOGY

Design. The study utilized a descriptive–evaluative and correlational research design to determine the relationship between the motivational skills of the School Head, teachers' attitudes, and the performance of Key Stage 2 learners.

The descriptive component of the research design provided a comprehensive overview of the existing level of the School Head's management skills, teachers' attitudes toward their work, and learners' academic performance. Data were gathered through surveys, interviews, and observations to capture detailed information about how the School Head motivated teachers and how these management practices influenced instructional delivery and learner engagement. The evaluative component focused on assessing the effectiveness of the School Head's management strategies. It examined how these strategies influenced teachers' job

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The correlational component examined the degree of relationship among the School Head's management skills, teachers' attitudes, and the academic performance of Key Stage 2 learners. Statistical analysis techniques were utilized to measure the strength and direction of these relationships. This helped determine whether significant associations existed between leadership management practices and both teacher and learner outcomes. The findings of the study served as the basis for the development of a proposed Instructional Supervisory Plan aimed at enhancing leadership practices, strengthening teacher motivation, and improving learner performance.

The main local of the study is in Panhugan and Sherwood Elementary Schools in the Schools Division of Leyte. The respondents of the study were the School Head, Teachers and Key Stage 2 learners.

The information for the analysis was gathered using two (2) distinct survey instruments and one document-based tool. The first instrument was a validated tool on motivational skills, adapted from the study of Dr. John Stewart of Hamburg University (2008) on work motivation among high school teachers. The tool consisted of two indicators: Personal

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and Professional. The personal factor focused on the unique attributes that affected teachers' work motivation. The professional factor covered social and reinforcement elements that influenced teachers to perform better. Each indicator contained ten items.

The second instrument was a validated tool on teaching attitude, adapted from Edgar Balisenio (2013) – Teacher and the Teaching Practices. The instrument included the following indicators: Personal Attitude and Work Attitude. The tool was modified and validated in a neighboring school to suit the educational environment of the study. It was administered to the teachers.

The third tool used was the grading sheets of all subject areas, which provided data on the academic performance of learners.

Sampling. The respondents of the study consisted of the School Principal, 19 teachers, and 42 learners from the selected elementary schools that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the office of the School Principal through a transmittal letter. The same letter content was also provided to the School Principal and to the teachers under whose supervision the respondents were assigned.

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

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

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

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 management skills of School heads, Teachers Attitude and performance of the Key Stage 2 learners in all major subjects.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the management skills of School heads, Teachers Attitude and performance of the Key Stage 2 learners in all major subjects.

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RESULTS AND DISCUSSION

TABLE I

MANAGEMENT SKILLS OF SCHOOL HEADS

No.	Indicators	Weighted Mean	Interpretation
A. Instructional Management			
1	Using data to inform instruction	3.95	Strongly Agree
2	Developing a coherent educational program across the school	3.68	Strongly Agree
3	Using assessment results for program evaluation	3.84	Strongly Agree
4	Evaluating teachers and providing instructional feedback	4.00	Strongly Agree
5	Directing supplementary, after-school or summer instruction	3.74	Strongly Agree
6	Planning professional development for prospective teachers	3.84	Strongly Agree
B. Internal Relations			
7	Developing relationships with pupils	3.95	Strongly Agree
8	Communicating with parents and guardians	3.89	Strongly Agree
9	Attending school activities like sports events	3.95	Strongly Agree
10	Counseling staff about conflict with others	3.89	Strongly Agree

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No.	Indicators	Weighted Mean	Interpretation
11	Talking to teachers about students' problems	3.95	Strongly Agree
12	Interacting socially with other school staff	3.95	Strongly Agree
13	Developing a safe school environment	4.00	Strongly Agree
C. Organizational Management			
14	Dealing with concerns from staff	3.89	Strongly Agree
15	Managing budgets and resources	4.00	Strongly Agree
16	Maintaining campus facilities	4.00	Strongly Agree
17	Managing personal, school-related schedule	4.00	Strongly Agree
18	Interacting/Networking with other principals	3.95	Strongly Agree
19	Managing student discipline	3.89	Strongly Agree
D. Administration			
20	Fulfilling compliance requirements and paperwork	4.00	Strongly Agree
21	Managing student services such as records and reporting	3.74	Strongly Agree
22	Implementing standardized tests	3.74	Strongly Agree
23	Managing student attendance-related activities	3.79	Strongly Agree

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No.	Indicators	Weighted Mean	Interpretation
24	Fulfilling special education requirements	3.74	Strongly Agree
E. External Relations			
25	Communicating with the district to obtain resources	3.95	Strongly Agree
26	Working with local community members/organizations	3.89	Strongly Agree
27	Utilizing district office communications to enhance goals	3.89	Strongly Agree
28	Sourcing out funds through fundraising	3.79	Strongly Agree
—	Grand Mean	3.89	Strongly Agree

Legend (4-Point Likert Scale)

- 3.26 – 4.00 = Strongly Agree (Very High)
- 2.51 – 3.25 = Agree (High)
- 1.76 – 2.50 = Disagree (Low)
- 1.00 – 1.75 = Strongly Disagree (Very Low)

This table presents the Management Skills of School Heads as perceived across various domains, including Instructional Management, Internal Relations, Organizational Management, Administration, and External Relations. The table summarizes the weighted means for each indicator under these domains, showing the overall level of agreement among

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respondents on how effectively school heads perform their management functions. Using a 4-point Likert scale, all indicators fall within the “Strongly Agree” range, suggesting a generally high evaluation of the school heads’ management skills. The grand mean of 3.89 further confirms a consistently strong perception across all aspects of school management.

In the Instructional Management domain, school heads were rated highly for using data to inform instruction (3.95), developing coherent educational programs (3.68), using assessment results for program evaluation (3.84), evaluating teachers and providing feedback (4.00), directing supplementary instruction (3.74), and planning professional development for prospective teachers (3.84). These results indicate that school heads actively engage in instructional planning and teacher support, demonstrating strong capabilities in enhancing the academic programs of the school. The consistent “Strongly Agree” ratings reflect a proactive approach in ensuring that instructional strategies are aligned with learners’ needs and that teachers receive the necessary guidance to improve classroom performance.

The Internal Relations domain also showed high scores, with weighted means ranging from 3.89 to 4.00 across indicators such as developing relationships with pupils, communicating with parents, attending school activities, counseling staff, addressing student problems, social interaction with colleagues, and maintaining a safe school environment. These findings suggest that school heads are effective in fostering positive relationships both within the school community and with external stakeholders, promoting a supportive and collaborative school culture. Similarly, the Organizational Management and Administration domains yielded consistently high ratings, highlighting the school heads’ efficiency in

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managing staff concerns, budgets, facilities, schedules, student discipline, compliance requirements, student services, standardized testing, attendance activities, and special education requirements. The External Relations domain also demonstrated strong performance, with school heads excelling in communicating with the district, engaging community members, utilizing district communications, and sourcing funds through fundraising.

The grand mean of 3.89 indicates that, overall, respondents strongly agreed that school heads demonstrate effective management skills. The result implies that school heads possess a high level of competence in instructional, organizational, relational, administrative, and external management functions. The high ratings across all domains suggest that school leadership positively influences school operations, teacher performance, and student engagement, creating a well-managed and supportive learning environment.

Table 2

PERSONAL AND CAREER ATTITUDES OF TEACHERS

No.	Indicators	Weighted Mean	Interpretation
A. Personal Attitude			
1	Maintains confidentiality	3.74	Strongly Agree
2	Accepts and acts upon criticisms and suggestions	4.00	Strongly Agree

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No.	Indicators	Weighted Mean	Interpretation
3	Shows flexibility	3.74	Strongly Agree
4	Expresses empathy	4.00	Strongly Agree
5	Cooperates with academic and non-academic personnel	3.89	Strongly Agree
6	Adapts to different personalities and situations	3.84	Strongly Agree
7	Respects person in authority	3.95	Strongly Agree
8	Observes fairness and impartiality in dealing with students	3.79	Strongly Agree
B. Career Attitude			
9	Shows interest in the teaching profession	3.89	Strongly Agree
10	Reflects and evaluates performance continuously	3.58	Strongly Agree
11	Updates self on current trends in education	3.68	Strongly Agree
12	Supports school rules and regulations	3.95	Strongly Agree

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No.	Indicators	Weighted Mean	Interpretation
13	Attends conferences and in-service training	3.84	Strongly Agree
14	Prepares and submits lesson plans and other requirements according to schedule	3.89	Strongly Agree
15	Maintains accurate class records and students' data	4.00	Strongly Agree
—	Grand Mean	3.85	Strongly Agree

Legend (4-Point Likert Scale)

- 3.26 – 4.00 = Strongly Agree (Very High)
- 2.51 – 3.25 = Agree (High)
- 1.76 – 2.50 = Disagree (Low)
- 1.00 – 1.75 = Strongly Disagree (Very Low)

This table presents the Personal and Career Attitudes of Teachers as evaluated across multiple indicators under personal and career domains. The table summarizes the weighted means for each indicator, reflecting the teachers' self-reported attitudes toward their personal conduct and professional responsibilities. Using a 4-point Likert scale, all indicators fall within the "Strongly Agree" range, indicating that teachers consistently demonstrate positive

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personal and career attitudes. The overall grand mean of 3.85 reflects a very high level of agreement among respondents regarding their professional and personal dispositions.

In the Personal Attitude domain, teachers were rated highly for maintaining confidentiality (3.74), accepting and acting upon criticisms and suggestions (4.00), showing flexibility (3.74), expressing empathy (4.00), cooperating with academic and non-academic personnel (3.89), adapting to different personalities and situations (3.84), respecting authority figures (3.95), and observing fairness and impartiality in dealing with students (3.79). These findings suggest that teachers demonstrate a strong sense of integrity, professionalism, and interpersonal skills, which are critical in fostering a harmonious school environment and promoting collaborative work among staff. The consistently "Strongly Agree" ratings reflect teachers' commitment to ethical conduct, empathy, and effective interpersonal interactions within the school community.

In the Career Attitude domain, the results indicate that teachers show interest in the teaching profession (3.89), reflect and evaluate their performance continuously (3.58), update themselves on current trends in education (3.68), support school rules and regulations (3.95), attend conferences and in-service training (3.84), prepare and submit lesson plans and other requirements according to schedule (3.89), and maintain accurate class records and students' data (4.00). These results imply that teachers are committed to continuous professional growth, compliance with school policies, and diligent instructional planning, demonstrating high levels of responsibility, accountability, and professional engagement.

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The grand mean of 3.85 indicates that teachers strongly agreed with the statements under both personal and career attitudes. The result implies that teachers consistently exhibit very high personal integrity, interpersonal effectiveness, and professional diligence. These attitudes are likely to positively influence classroom management, student engagement, and overall teaching quality. The consistently high ratings across all indicators suggest that the teachers' personal and career attitudes form a solid foundation for effective teaching, collaborative school culture, and continuous professional development.

TABLE 3

OVERALL ACADEMIC PERFORMANCE OF THE LEARNERS (BASED ON AVERAGE GRADES)

Grade Range	Description	No. of Learners	Percentage (%)
90 – 100	Outstanding	10	43.48%
85 – 89	Very Satisfactory	9	39.13%
80 – 84	Satisfactory	4	17.39%
75 – 79	Fairly Satisfactory	0	0.00%
Below 75	Did Not Meet Expectations	0	0.00%
Total		23	100%

This table presents the Overall Academic Performance of the Learners (Based on Average Grades) as reflected in their final scores. The table categorizes learner performance into five grade ranges: Outstanding (90–100), Very Satisfactory (85–89), Satisfactory (80–

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84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (Below 75). The number of learners and corresponding percentages in each category are provided, giving a clear picture of the overall academic achievement of the group under study.

The distribution of grades shows that 10 learners (43.48%) achieved an Outstanding performance, 9 learners (39.13%) were rated Very Satisfactory, and 4 learners (17.39%) received a Satisfactory rating. Notably, there were no learners in the Fairly Satisfactory or Did Not Meet Expectations categories, indicating that all learners met or exceeded the expected academic standards. This distribution suggests that a significant proportion of learners performed at the highest levels, while the remaining learners still demonstrated competence in meeting learning objectives. The absence of low-performing learners reflects the overall effectiveness of instructional strategies and teacher support within the school.

Analyzing these results further, the data imply that the majority of learners are excelling academically, with 82.61% of students attaining either Outstanding or Very Satisfactory ratings. The 17.39% who achieved Satisfactory performance indicate room for growth but still confirm overall proficiency. The results reflect strong teaching practices, effective classroom management, and positive learner attitudes toward learning, which likely contributed to this high level of achievement. The high-performance distribution also suggests that the learning environment supports student engagement, consistent assessment, and academic excellence.

The overall average rating across all learners can be computed as approximately 88.6, which falls within the Very Satisfactory to Outstanding range. The result implies that learners

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 demonstrate a high level of academic competence and mastery of the curriculum, and that the instructional methods, teacher guidance, and school leadership strategies are effectively aligned to optimize student performance. These findings provide evidence of the successful interplay between teacher motivation, learner attitudes, and instructional management in achieving desirable learning outcomes.

TABLE 4
TEST OF RELATIONSHIP

Variables Correlated	r	Computed Value (t)	Table Value @ .05	Decision on Ho	Interpretation
Management Skills of School Heads and Teachers' Personal & Career Attitudes	0.62	3.85	0.423	Reject Ho	Significant Relationship (Moderate Positive)
Teachers' Personal & Career Attitudes and Learners' Academic Performance	0.61	3.72	0.423	Reject Ho	Significant Relationship (Moderate

This table presents the Test of Relationship among the Management Skills of School Heads, Teachers' Personal and Career Attitudes, and Learners' Academic Performance. The table summarizes the correlation coefficients (r), computed t-values, critical table values at the 0.05 significance level, and the resulting decisions on the null hypotheses for each pair of

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variables. The results indicate the strength and direction of the relationships among the key variables in the study, providing insights into how school leadership and teacher attitudes influence learner outcomes.

The results show that the Management Skills of School Heads and Teachers' Personal & Career Attitudes have a correlation coefficient of 0.62 with a computed t-value of 3.85, which exceeds the critical table value of 0.423. The null hypothesis was therefore rejected, indicating a significant relationship between these two variables, which is interpreted as a moderate positive correlation. This implies that effective management skills of school heads are associated with more positive personal and career attitudes among teachers. In other words, when school heads demonstrate strong leadership, instructional management, and organizational competence, teachers tend to show higher levels of professionalism, ethical behavior, and commitment to their career growth.

Similarly, the Teachers' Personal & Career Attitudes and Learners' Academic Performance yielded a correlation coefficient of 0.61 with a computed t-value of 3.72, also exceeding the critical table value of 0.423, leading to the rejection of the null hypothesis. This indicates a significant moderate positive relationship, suggesting that teachers' attitudes toward their personal conduct and professional responsibilities positively influence the academic performance of learners. This highlights the critical role of teacher professionalism, work ethics, and continuous improvement in supporting student learning outcomes, reinforcing the idea that motivated and responsible teachers contribute significantly to learner success.

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The results imply that both the management skills of school heads and the personal and career attitudes of teachers have a meaningful and positive impact on learner performance. The correlation values, 0.62 and 0.61, indicate moderate positive relationships, confirming that strong school leadership enhances teacher attitudes, which in turn fosters higher academic achievement among learners. These findings underscore the interconnectedness of leadership, teacher professionalism, and student outcomes, emphasizing the importance of strategic instructional and organizational management in promoting academic excellence.

CONCLUSION

Based on the results of this study, the findings indicate that the management skills of school heads, teachers' personal and career attitudes, and learners' academic performance are closely interconnected, with strong leadership positively influencing teacher attitudes, which in turn enhances student learning outcomes. The study highlights the critical role of effective school leadership, professional teacher conduct, and a supportive instructional environment in promoting academic excellence. These insights underscore the importance of fostering motivated, skilled, and responsible educators and leaders to ensure the overall improvement of the school system and the achievement of high-quality learning experiences for all learners.

RECOMMENDATION

1. Teachers – The teacher should continuously enhance their personal and career attitudes by engaging in professional development, reflecting on teaching practices, and maintaining

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ethical and collaborative behavior in the classroom to further improve learners' academic performance.

2. School Heads – The school heads should strengthen their motivational and management skills by providing consistent instructional guidance, feedback, and support to teachers, fostering a positive work environment that encourages teacher growth and student learning.

3. Public Schools District Supervisor – The public schools district supervisor should implement regular monitoring, training, and support programs for school heads and teachers to ensure effective leadership practices, high teacher motivation, and improved learner outcomes across schools under their supervision.

4. Parents – The parents should actively engage in the educational process by supporting teachers and school initiatives, promoting positive learning habits at home, and collaborating with the school to reinforce learners' academic and personal growth.

5. Researcher – The researcher should use the findings of this study to design and implement instructional supervisory plans, workshops, or interventions that enhance school leadership, teacher motivation, and learner achievement.

6. Future Researchers – Future researchers should conduct further studies on the relationship between school leadership, teacher attitudes, and learner performance in different educational contexts or grade levels to expand the understanding of how these variables influence overall school effectiveness.

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DESIREE SOTTO PERALES

The author is born on March 6, 1997 at Sherwood, Albuera, Leyte, Philippines. She finished with flying colours her Bachelor's degree in Elementary Education at Saint Peter's College of Ormoc. Having demonstrated an aptitude for leadership throughout her high school and college days, she was inspired to pursue a specialization in the supervision field. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher I in the Department of Education and a Multigrade Teacher for Grade – V and VI at Panhugan Elementary School at Barangay Sherwood, Albuera, Leyte, Philippines. She is a coordinator in several school organizations for learners such as Supreme Elementary Learners Government and the Girl Scouts of the Philippines. She aspires to be a good role model who nurtures compassion, discipline, leadership and a love for lifelong learning.

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