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**SCHOOL HEAD'S ADMINISTRATIVE SKILLS AND SUPERVISORY  
COMPETENCE TOWARDS TEACHERS' PERFORMANCE AND  
LEARNERS' PERFORMANCE**

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**ABSTRACT**

This study determined the significant relationship between the School Head's Administrative & Supervisory Competence towards Teachers' Performance and Literacy Performance of Grade 12 Learners. A proposed instructional supervisory plan will be formulated based on the result of the study. This study employed a descriptive-correlational research design to determine the relationship between school heads' supervisory competence and administrative skills and their corresponding impact on teacher performance and learner performance. The descriptive component of the design was used to describe the current conditions, practices, and perceptions of school heads, teachers, and learners concerning supervisory and administrative leadership. The correlational aspect, on the other hand, sought to establish whether significant relationships existed among the identified variables. According to Creswell (2018), a descriptive-correlational design was appropriate when the objective was to describe the characteristics of a population and determine the degree of association between two or more variables without manipulating them. In this context, the researcher

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aimed to explore how the school heads' leadership competencies—particularly in supervision and administration—were related to teachers' job performance and the literacy performance of Grade 12 Learners. This design was suitable because it allowed for the systematic collection, analysis, and interpretation of quantitative data, facilitating a clear understanding of relational patterns among the variables.

The Test of Relationship, showing the correlation between school heads' leadership practices and teachers' Classroom Observation Tool (COT) results, as well as the relationship between teachers' classroom practices and learners' academic performance. Using appropriate statistical tests, the table determines whether significant relationships exist among these variables. The results provide statistical evidence on how leadership practices influence teaching quality and how classroom practices, in turn, affect students' academic achievement.

The first correlation examined the relationship between school heads' leadership practices and teachers' COT results. The findings revealed a strong positive and significant relationship, leading to the rejection of the null hypothesis. This indicates that effective leadership practices are closely associated with improved classroom performance of teachers. When school heads demonstrate strong instructional guidance, supportive supervision, and effective management practices, teachers tend to perform better in classroom observations, reflecting enhanced instructional delivery, classroom management, and assessment strategies.

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The second correlation analyzed the relationship between teachers' classroom practices and learners' academic performance. The results also showed a strong positive and significant relationship, resulting in the rejection of the null hypothesis. This suggests that higher-quality classroom practices, as reflected in COT results, are directly associated with better learner academic outcomes. Teachers who effectively apply content knowledge, utilize varied teaching strategies, manage classroom behavior constructively, and implement appropriate assessment techniques contribute significantly to improved student performance.

The results imply that both identified relationships are statistically significant and strongly positive. The relationship between school heads' leadership practices and teachers' COT results implies that strong leadership enhances instructional competence among teachers. Likewise, the relationship between teachers' classroom practices and learners' academic performance implies that effective teaching practices directly contribute to higher student achievement. Overall, the strength of these relationships implies that leadership quality and classroom effectiveness work together in reinforcing a cycle of instructional improvement and academic success. These findings highlight the importance of strengthening leadership supervision and sustaining high-quality classroom practices to ensure improved learning outcomes.

**Keywords:** *School Head's Administrative Skills, Supervisory Competence, Teachers' Learners Performances*

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## INTRODUCTION

Supervisory competence and administrative skills are two interrelated dimensions of effective educational leadership that directly influence teacher performance and learner performance. Supervisory competence refers to the ability of school heads to guide, monitor, and support teachers in improving their instructional practices and achieving school goals. It involves providing professional assistance, conducting classroom observations, offering constructive feedback, and facilitating teacher development programs. Meanwhile, administrative skills include planning, organizing, managing resources, and maintaining efficient communication systems that ensure the smooth operation of the school. Together, these competencies determine the extent to which school heads can foster a culture of excellence, accountability, and collaboration within the school community.

A study by Ampofo (2019) revealed that school heads' direct supervision significantly enhanced teacher role performance, classroom delivery, and professional growth, highlighting that hands-on, supportive leadership cultivates a positive and productive teaching environment. Likewise, when school leaders display professionalism, empathy, and openness, they gain the trust and participation of stakeholders, which strengthens collaboration and shared responsibility within the school community. Thus, the researcher values the school head's supervisory and administrative competence as an essential factor in ensuring teacher growth and learner academic achievement.

The researcher views the topic as deeply relevant in enhancing educational leadership and teaching efficiency. The supervisory competence and administrative skills of school heads

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directly shape how teachers perform in delivering quality education. The researcher recognizes that school heads who provide clear direction, continuous coaching, and transparent communication foster an environment where teachers feel supported and empowered. The researcher acknowledges that strong leadership promotes a positive school climate, resulting in higher teacher satisfaction, improved classroom practices, and stronger academic achievement. Through this study, the researcher hopes to contribute valuable insights that can guide school leaders in refining their supervisory and administrative approaches for better educational outcomes.

The researcher anticipates several challenges in conducting the study. One major concern is the diversity of school heads' supervisory and administrative styles, which may lead to varied interpretations and responses from teachers and learners. Some school heads may exhibit openness and consistency, while others may have limited engagement in their supervisory duties, potentially affecting the reliability of data. Additionally, the availability of school heads and teachers for interviews or surveys may be constrained by their heavy workloads.

Despite these challenges, the researcher plans to address them through proper scheduling, effective communication, and by ensuring confidentiality and trust among respondents. With these strategies, the researcher remains confident that the study will yield authentic insights that can contribute meaningfully to the improvement of school leadership and teacher performance.

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This study determined the significant relationship between the School Head's Administrative & supervisory competence towards teachers' performance and literacy performance of Grade 12 Learners. 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 administrative competence and supervisory skills of the School Head as perceived by the teachers in terms of:
  - 1.1 School Leadership;
  - 1.2 Instructional Leadership;
  - 1.3 Creating a student-centered learning climate;
  - 1.4 Human resource management and professional development;
  - 1.5 Parents involvement and community partnership;
  - 1.6 School management operation; and
  - 1.7 Personal, professional attributes and interpersonal effectiveness?
2. What is the performance level of the teachers based on the classroom observation tool results in 3<sup>rd</sup> grading period?
3. What is the academic performance of the Grade 12 Learners?
4. Is there a significant relationship between the School Heads' Administrative Skills and Supervisory Competence and the Teachers' performance?

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5. Is there a significant relationship between the teachers performance and learners academic performance?
  6. What instructional Supervisory plan can be proposed based on the findings of the study?

### Statement of Hypothesis

H0 –1. There is no significant relationship between the School Heads’ Administrative Skills and Supervisory Competence and the Teachers’ performance?

H02: There is no significant relationship between the teachers performance and learners academic performance.

## METHODOLOGY

**Design.** This study employed a descriptive-correlational research design to determine the relationship between school heads’ supervisory competence and administrative skills and their corresponding impact on teacher performance and learner performance. The descriptive component of the design was used to describe the current conditions, practices, and perceptions of school heads, teachers, and learners concerning supervisory and administrative leadership. The correlational aspect, on the other hand, sought to establish whether significant relationships existed among the identified variables.

According to Creswell (2018), a descriptive-correlational design was appropriate when the objective was to describe the characteristics of a population and determine the degree of association between two or more variables without manipulating them. In this context, the

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researcher aimed to explore how the school heads' leadership competencies—particularly in supervision and administration—were related to teachers' job performance and learners' academic performance. This design was suitable because it allowed for the systematic collection, analysis, and interpretation of quantitative data, facilitating a clear understanding of relational patterns among the variables.

The main local of the study is in Caridad National High School in the Schools Division of Baybay. The respondents of the study were the 1 School Head, 34 Teachers and 50 learners.

The information for the analysis was gathered using the Administrative and Instructional Leadership Skills Tool, specifically focusing on the seven essential and significant domains that served as bases for evaluation and monitoring during instructional supervision. The said domains were as follows: School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resource Management and Professional Development, Parent Involvement and Community Partnership, School Management and Operations, and Personal and Professional Attributes and Interpersonal Effectiveness.

**Sampling.** The respondents of the study were the 1 School Head, 34 Teachers and 50 learners 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.

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

The researcher distributed the survey questionnaires to the School Heads 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 to the appropriate statistical treatment. The collected data were collated and subjected to the appropriate statistical treatment for analysis.

**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 relationship between the Impact of School Heads' Supervisory Competence and Administrative Skills on Teacher Performance and Learners Performance.

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Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Impact of School Heads' supervisory competence and administrative skills on Teacher Performance and Learner Performance.

## RESULTS AND DISCUSSION

**TABLE I**

**SCHOOL HEADS' LEADERSHIP PRACTICES (ALL DIMENSIONS)**

Dimension	Indicator	Weighted Mean	Interpretation
<b>School Leadership Practices</b>	Establishes BEIS/SIS and baseline data of all performance indicators	3.56	Very High
	Involves internal and external stakeholders in developing the SIP/AIP	3.59	Very High
	Utilizes data (BEIS/SIS, SBM, TSNA, Strategic Planning) in SIP/AIP development	3.56	Very High
	Aligns SIP/AIP with national, regional, and local education policies	3.56	Very High
	Communicates SIP/AIP effectively to stakeholders	3.62	Very High
	Resolves problems through root-cause analysis	3.56	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	Explores several approaches in handling problems	3.41	High
	Demonstrates a proactive approach to problem-solving	3.68	Very High
	Involves stakeholders in meetings and decision-making	3.47	High
	Sets high expectations and challenging goals	3.74	Very High
<b>Instructional Leadership Practices</b>	Manages processes in monitoring student achievement	3.26	High
	Ensures utilization of varied assessment processes	3.32	High
	Assesses effectiveness of curricular/co-curricular programs	3.59	Very High
	Utilizes assessment results to improve learning	3.53	Very High
	Conveys student progress to learners and parents	3.50	Very High
	Develops/adapts research-based school programs	3.74	Very High
	Implements a responsive school-wide curriculum	3.32	High

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Dimension	Indicator	Weighted Mean	Interpretation
	Develops a culture of functional literacy	3.50	Very High
	Manages curriculum initiatives aligned with DepEd policies	3.65	Very High
	Works with teachers in curriculum review	3.35	High
	Enriches curriculum through innovation and technology	3.68	Very High
<b>Student-Centered Learning Climate</b>	Creates an engaging learning environment	3.59	Very High
	Manages learner behavior inside and outside the school	3.41	High
	Supports learners' desire to pursue further learning	3.24	High
	Recognizes high-performing learners and stakeholders	3.68	Very High
	Sustains a safe, orderly, nurturing environment	3.47	High
	Promotes use of technology among learners and teachers	3.32	High
	Builds a community of learners among teachers	3.38	High

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Dimension	Indicator	Weighted Mean	Interpretation	
<b>Human Resource Management &amp; Professional Development</b>	Assesses needs and interests of teachers and staff	3.29	High	
	Aligns SPPD with IPPDs and SIP/AIP	3.50	Very High	
	Monitors, coaches, and inducts employees	3.41	High	
	Recognizes staff potential for professional growth	3.44	High	
	Supports training with adequate resources	3.26	High	
	Implements school-based INSET	3.44	High	
	Evaluates school-based INSETs	3.21	High	
	<b>Parents' Involvement &amp; Community Partnership</b>	Establishes school-family partnerships	3.41	High
		Organizes programs involving parents and stakeholders	3.41	High
Conducts dialogues and training for parents and learners		3.56	Very High	
Promotes school image through summits and SOSA		3.50	Very High	

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Dimension	Indicator	Weighted Mean	Interpretation
	Participates actively in community affairs	3.44	High
	Establishes sustainable partnerships with agencies and NGOs	3.76	Very High
<b>School Management Operations</b>	Manages implementation and review of SIP/AIP	3.50	Very High
	Leads facilities improvement planning	3.74	Very High
	Allocates funds for facilities and equipment	3.62	Very High
	Oversees school operations and facility use	3.56	Very High
	Institutionalizes best practices in operations	3.65	Very High
	Prepares and implements financial management plans	3.44	High
	Utilizes IT-based school management systems	3.53	Very High
<b>Personal, Professional Attributes &amp; Interpersonal Effectiveness</b>	Demonstrates integrity and ethical behavior	3.82	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	Maintains harmonious stakeholder relations	3.97	Very High
	Practices merit-based decisions	3.82	Very High
	Maintains good financial reputation	3.94	Very High
	Communicates effectively with stakeholders	3.94	Very High
	Demonstrates openness and positivity toward change	3.97	Very High
	Empowers teachers and staff to manage change	3.79	Very High
<b>Grand Mean</b>	—	<b>3.53</b>	Very High

### Legend (4-Point Likert Scale)

- **3.26 – 4.00 = Very High**
- **2.51 – 3.25 = High**
- **1.76 – 2.50 = Low**
- **1.00 – 1.75 = Very Low**

This table presents School Heads’ Leadership Practices (All Dimensions), reflecting the extent to which school heads demonstrate competencies across key domains, including School Leadership Practices, Instructional Leadership Practices, Student-Centered Learning Climate, Human Resource Management and Professional Development, Parents’ Involvement and

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Community Partnership, School Management Operations, and Personal, Professional Attributes and Interpersonal Effectiveness. The weighted mean scores and corresponding interpretations describe how these leadership practices are manifested in the school setting and provide a comprehensive overview of administrative and instructional leadership performance.

Under School Leadership Practices, most indicators were rated Very High, including establishing BEIS/SIS and baseline data, stakeholder involvement in SIP/AIP development, data utilization, policy alignment, effective communication, proactive problem-solving, and setting high expectations, while exploring several approaches in handling problems and involving stakeholders in meetings were rated High. In Instructional Leadership Practices, several indicators such as assessing curricular effectiveness, utilizing assessment results, conveying student progress, developing research-based programs, developing functional literacy, aligning curriculum with DepEd policies, and enriching curriculum through innovation were rated Very High, whereas monitoring student achievement, ensuring varied assessment processes, implementing a responsive curriculum, and collaborating in curriculum review were rated High. These findings indicate strong instructional guidance with some areas that may still be enhanced through strengthened monitoring and collaborative curriculum development.

For Student-Centered Learning Climate, creating an engaging environment and recognizing high-performing learners were rated Very High, while managing learner behavior, supporting learners' pursuit of further learning, promoting technology use, building teacher learning communities, and sustaining a safe environment were rated High. In Human

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Resource Management and Professional Development, aligning SPPD with IPPDs and SIP/AIP was rated Very High, while needs assessment, coaching, recognizing staff potential, supporting training, implementing and evaluating INSET were rated High. In Parents' Involvement and Community Partnership, conducting dialogues, promoting school image, and establishing sustainable partnerships were rated Very High, while organizing programs, partnerships, and participation in community affairs were rated High. School Management Operations largely received Very High ratings in planning, facilities improvement, fund allocation, operational oversight, institutionalizing best practices, and IT utilization, with financial management plans rated High. Lastly, Personal, Professional Attributes and Interpersonal Effectiveness were consistently rated Very High across all indicators, including integrity, harmonious relations, merit-based decisions, financial reputation, communication skills, openness to change, and empowerment of teachers.

The overall grand mean of 3.53 (Very High) implies that school heads consistently demonstrate strong leadership practices across all dimensions. The results imply that school heads are particularly effective in personal integrity, stakeholder relations, operational management, policy alignment, research-based program development, facilities planning, and sustainable partnerships. However, while still rated positively, areas such as collaborative decision-making, curriculum review, learner behavior management, teacher needs assessment, and evaluation of professional development activities suggest opportunities for continuous improvement. Overall, the findings indicate that leadership practices are well-established and contribute to a stable, goal-oriented, and professionally supportive school

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**Table 2**

**CLASSROOM OBSERVATION RESULTS**

<b>Learning Dimension / Competency</b>	<b>Weighted Mean</b>	<b>Interpretation (7-Point Likert Scale)</b>
Apply knowledge of content within and across curriculum teaching areas (1.1.2)	5.74	High
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	5.53	High
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	5.76	High
Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (2.3.2)	5.17	High
Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (2.6.2)	5.49	High
Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (3.1.2)	5.37	High
Plan, manage and implement developmentally sequenced teaching and learning process to meet	5.57	High

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Learning Dimension / Competency	Weighted Mean	Interpretation (7-Point Likert Scale)
curriculum requirements and varied teaching contexts (4.1.2)		
Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals (4.5.2)	5.91	High
Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements (5.1.2)	5.74	High

**Grand Mean: 5.60 – High**

## 7-Point Likert Scale Legend

Scale	Description
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6.00 – 7.00 Very High

5.00 – 5.99 High

4.00 – 4.99 Moderate

3.00 – 3.99 Low

1.00 – 2.99 Very Low

This table presents Classroom Observation Results, reflecting teachers' instructional competencies across key learning dimensions based on a seven-point Likert scale. The results

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highlight how teachers apply content knowledge, implement teaching strategies, manage classroom environments, utilize instructional resources, and conduct assessments aligned with curriculum standards. The weighted means and interpretations provide an overall picture of classroom instructional effectiveness and the extent to which teachers demonstrate proficiency in promoting meaningful and learner-centered instruction.

The findings reveal that all learning dimensions were rated High, indicating strong instructional performance. Teachers demonstrated high competence in applying knowledge of content within and across curriculum areas, using varied teaching strategies to enhance literacy and numeracy skills, and developing learners' critical and creative thinking skills. Similarly, planning and implementing developmentally sequenced instruction, designing and utilizing appropriate assessment strategies, and selecting and organizing teaching resources—including ICT—were all rated high, with the highest mean observed in the use of appropriate teaching and learning resources. These results suggest that teachers are well-equipped in content mastery, pedagogical strategies, and curriculum alignment.

In terms of classroom environment and learner engagement, teachers were rated high in managing classroom structure to support meaningful exploration and hands-on activities, applying positive and non-violent discipline strategies, and implementing differentiated instruction tailored to learners' diverse needs, strengths, and interests. These findings indicate that teachers effectively create inclusive and structured learning environments that foster active participation and constructive behavior management. Overall, the consistent high ratings across all competencies reflect a strong alignment with professional teaching standards

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and a commitment to quality instruction.

The overall grand mean of 5.60 (High) implies that teachers consistently demonstrate effective instructional practices across all observed competencies. The result implies that teachers are proficient in content delivery, diverse instructional strategies, higher-order thinking facilitation, classroom management, differentiated instruction, curriculum planning, ICT integration, and assessment design. While all areas are rated positively, continued professional development may further elevate performance toward a very high level. Collectively, the findings suggest that classroom instruction is well-managed, learner-centered, and aligned with curriculum expectations, thereby contributing to improved student learning outcomes.

**TABLE 3**  
**FREQUENCY DISTRIBUTION OF LEARNERS' ACADEMIC PERFORMANCE**

DepEd Grade Range	Frequency	Percentage (%)	Interpretation
90 – 100	34	68%	Outstanding
85 – 89	9	18%	Very Satisfactory
80 – 84	5	10%	Satisfactory
75 – 79	0	0%	Fairly Satisfactory
Below 75	2	4%	Did Not Meet Expectation
<b>Total</b>	<b>50</b>	<b>100%</b>	-

This table presents Frequency Distribution of Learners' Academic Performance,

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showing the distribution of students across the Department of Education (DepEd) grade ranges along with their corresponding frequency, percentage, and interpretation. The table provides a clear overview of how learners performed academically, identifying the proportion of students who achieved Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectation ratings. Through this distribution, the overall academic standing of the learners can be assessed and interpreted in relation to instructional effectiveness and learning outcomes.

The results reveal that the majority of learners, comprising 68%, achieved grades within the 90–100 range, interpreted as Outstanding. Meanwhile, 18% of the learners obtained grades within the 85–89 range, categorized as Very Satisfactory, and 10% fell within the 80–84 range, interpreted as Satisfactory. Notably, no learners were classified under the Fairly Satisfactory range. However, 4% of the learners were identified under the Did Not Meet Expectation category. This distribution indicates that most learners performed at a high academic level, with a significant concentration in the Outstanding category.

The dominance of learners in the Outstanding and Very Satisfactory categories suggests that instructional delivery, learning support mechanisms, and assessment practices are generally effective. The small percentage of learners who did not meet expectations may require targeted interventions such as remediation programs, individualized support, and closer monitoring. Overall, the data demonstrate a strong academic profile among learners, with the majority achieving performance levels that exceed or meet prescribed standards.

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The overall distribution, with the majority of learners classified as Outstanding and Very Satisfactory, implies that academic performance is generally at a high level. The result implies that effective instructional strategies, supportive learning environments, and consistent assessment practices contribute positively to learner achievement. While only a minimal percentage did not meet expectations and none fell under the fairly satisfactory range, continuous monitoring and differentiated support remain essential to ensure that all learners reach higher performance levels. Collectively, these findings indicate a strong academic foundation within the school, reflecting both teaching effectiveness and learner engagement.

**TABLE 4**

**TEST OF RELATIONSHIP**

<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' COT	0.76	5.02	2.02	Reject Ho	Significant Relationship (Strong Positive)
Teachers' Classroom Practices (Table 2) and Learners' Academic Performance (Table 3)	0.81	4.96	2.02	Reject Ho	Significant Relationship (Strong Positive)

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This table presents Test of Relationship, showing the correlation between school heads' leadership practices and teachers' Classroom Observation Tool (COT) results, as well as the relationship between teachers' classroom practices and learners' academic performance. Using Pearson's  $r$  and the corresponding  $t$ -test, the table determines whether significant relationships exist among these variables. The results provide statistical evidence on how leadership practices influence teaching quality and how classroom practices, in turn, affect students' academic achievement.

The first correlation examined the relationship between school heads' leadership practices and teachers' COT results. The findings revealed a strong positive and significant relationship, leading to the rejection of the null hypothesis. This indicates that effective leadership practices are closely associated with improved classroom performance of teachers. When school heads demonstrate strong instructional guidance, supportive supervision, and effective management practices, teachers tend to perform better in classroom observations, reflecting enhanced instructional delivery, classroom management, and assessment strategies.

The second correlation analyzed the relationship between teachers' classroom practices and learners' academic performance. The results also showed a strong positive and significant relationship, resulting in the rejection of the null hypothesis. This suggests that higher-quality classroom practices, as reflected in COT results, are directly associated with better learner academic outcomes. Teachers who effectively apply content knowledge, utilize

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varied teaching strategies, manage classroom behavior constructively, and implement appropriate assessment techniques contribute significantly to improved student performance.

The results imply that both identified relationships are statistically significant and strongly positive. The correlation between school heads' leadership practices and teachers' COT results ( $r = 0.76$ ) implies that strong leadership enhances instructional competence among teachers. Likewise, the correlation between teachers' classroom practices and learners' academic performance ( $r = 0.81$ ) implies that effective teaching practices directly contribute to higher student achievement. The overall average correlation of 0.79, interpreted as a strong positive relationship, implies that leadership quality and classroom effectiveness work together in reinforcing a cycle of instructional improvement and academic success. These findings highlight the importance of strengthening leadership supervision and sustaining high-quality classroom practices to ensure improved learning outcomes.

## CONCLUSION

Based on the results of this study, the relationships among school heads' leadership practices, teachers' classroom performance, and learners' academic achievement are strongly positive and significant. The findings indicate that effective leadership enhances teachers' instructional competence, while high-quality classroom practices directly improve student learning outcomes. Collectively, these results suggest that strong leadership and supportive supervision, combined with effective teaching strategies, create a reinforcing cycle that elevates both teacher performance and learner achievement, ultimately contributing to the overall improvement of the school's educational quality and effectiveness.

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## RECOMMENDATION

The Teachers should continuously apply effective classroom strategies, actively participate in professional development programs, and collaborate with colleagues to enhance instructional practices and improve literacy performance of Grade 12 learners.

The School Heads should strengthen their administrative and supervisory competence by providing regular monitoring, feedback, and mentoring to teachers, ensuring that instructional practices align with school goals and literacy development initiatives.

The Public Schools District Supervisor should support school heads through capacity-building programs, provide guidance on effective supervision techniques, and facilitate resource allocation to enhance teacher performance and learner outcomes.

The Parents should actively engage in their children’s learning by supporting literacy activities at home, attending school programs, and maintaining open communication with teachers to reinforce classroom learning.

The Researcher should use the findings to design targeted interventions and professional development plans that address gaps in leadership, teaching performance, and learner literacy achievement.

Future Researchers should explore additional factors affecting teacher performance and learner literacy, conduct longitudinal studies to track the long-term impact of leadership and supervision, and expand the study to other grade levels or schools to validate and generalize the results.

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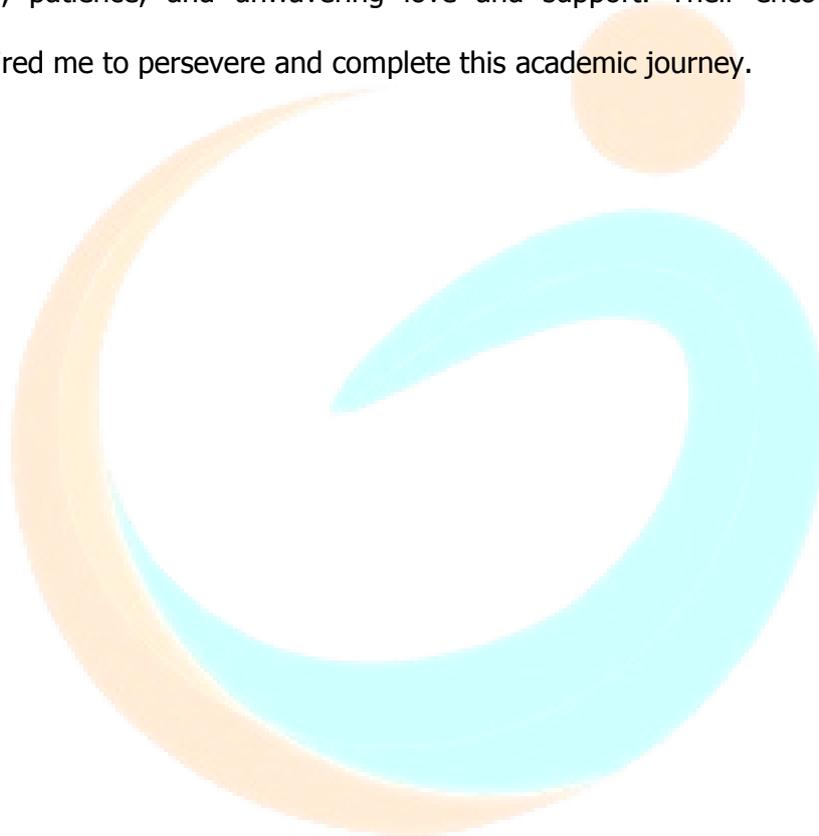
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answering the Leadership Questionnaire, which served as a vital research instrument in this study. Likewise, I extend my appreciation to the Grade 12 advisers for granting my request and providing access to their students' grades in their respective fields of specialization.

Above all, I am deeply thankful to my family, especially my husband, for his understanding, patience, and unwavering love and support. Their encouragement and sacrifices inspired me to persevere and complete this academic journey.



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## AUTHOR'S PROFILE



### JINKY B. MANAGBANAG

The author was born on February 1, 1995, in Brgy. Maypatag, Baybay City, Leyte, Philippines. From elementary to high school, she consistently excelled academically as an honor student and actively served as a classroom officer and member of the Supreme Student Learner Government (SSLG), demonstrating early leadership skills and a strong sense of responsibility.

She earned her Bachelor's degree in Hotel and Restaurant Technology (BSHRT) from Eastern Visayas State University (EVSU) – Tacloban Main Campus, where she graduated as an Academic Achiever. She also completed a Diploma in Teaching Secondary (DTS) with 33 units at the same institution and consistently became a Dean's Lister.

During her high school and college years, she developed a strong interest in the field of supervision and leadership. She actively participated in various student organizations,

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experiences that significantly influenced her decision to pursue Administration and Supervision as her field of specialization for her master's degree.

At present, she is completing her Master of Arts in Education, major in Administration and Supervision, at Western Leyte College of Ormoc City.

She is currently employed as a Teacher I in the Department of Education, serving as a Senior High School Teacher with a field of specialization in Computer Systems Servicing. She teaches Grade 11 and Grade 12 students at Caridad National High School, located in Brgy. Caridad, Baybay City, Leyte, Philippines. She is also an active member of the Teachers' League Officers in her school.

She believes that education is a powerful instrument for change and that effective leadership, commitment, and continuous professional development are vital in shaping learners into competent individuals and responsible future leaders.

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