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**LEADERSHIP AND PROFESSIONAL DEVELOPMENT OF SCHOOL HEAD AND ITS RELATIONSHIP ON TEACHERS' COMPETENCE AND STUDENTS' PERFORMANCE**

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**ABSTRACT**

This study determined the significant relationship between Leadership and Professional Development of School heads and its relationship on Teachers' competence and Students' Performance. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study employed a quantitative-correlational research design to determine the relationship between the leadership and professional development practices of school heads and their effects on teacher performance and student performance within the context of enhanced curriculum implementation. The correlational design was appropriate because it allowed the researcher to identify the degree and direction of association among variables without manipulating any of them. Through this approach, data were gathered from school heads, teachers, and relevant school records using standardized survey questionnaires and validated performance indicators. The study examined how leadership styles, professional development programs, and curriculum implementation processes were interrelated and how these collectively influenced instructional quality and student outcomes. Furthermore, this

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research utilized descriptive statistics to summarize the data and inferential statistics—such as Pearson’s correlation and regression analysis—to test hypotheses regarding the relationships among leadership practices, professional development, teacher performance, and student performance. The use of quantitative analysis ensured objectivity and reliability in determining whether differences or correlations were statistically significant. This design aligned with the study’s goal of providing empirical evidence on how effective leadership and systematic professional development under the enhanced curriculum framework contributed to higher levels of teaching efficiency and academic achievement among learners.

The Test of Relationship between the leadership and professional development practices of school heads and their effects on teachers’ competence and the academic performance of learners. Pearson’s  $r$  was used to determine the strength and direction of the relationships between the variables, while the results were compared to the critical level of significance to assess whether the findings were statistically significant. The evaluation aimed to establish whether the professional development initiatives and leadership behaviors of school heads were associated with the competence of teachers and the learning outcomes of students under their supervision. The discussion of the results showed that the relationship between school heads’ leadership and professional development practices and teachers’ competence was strong and positive. Similarly, the correlation between leadership and professional development practices and learners’ academic performance was also strong and positive. These findings indicated that school heads who actively implemented structured professional development, provided guidance, mentoring, feedback, and modeled effective

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leadership behaviors had teachers who demonstrated higher mastery of subject knowledge, pedagogical skills, assessment practices, communication, and professionalism. Consequently, these teachers were able to translate their competencies into improved academic performance among their students. Further analysis revealed that both relationships were statistically significant. This suggested that the leadership and professional development initiatives of school heads did not merely influence teachers and learners by chance but had a measurable and meaningful impact. The overall result implied that strong and strategic school leadership combined with systematic professional development contributed directly to higher teacher competence and improved student learning outcomes, fostering a more effective and responsive educational environment

**Keywords:** *Leadership, Professional Development, Teachers' Competence, Students' Performance*

## INTRODUCTION

Leadership and professional development play pivotal roles in the successful implementation of any curriculum, particularly when changes or enhancements are introduced. Leadership, in this context, refers to the actions of school administrators and heads in guiding, motivating, and supporting teachers to effectively adapt to curriculum reforms. Effective leadership ensures that teachers have clear direction, access to resources, and the encouragement necessary to embrace new teaching standards and methodologies. Professional development complements leadership by providing teachers with structured

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opportunities to acquire new skills, deepen their content knowledge, and apply innovative instructional strategies in the classroom. Together, these elements shape teacher performance, as competent, confident, and well-supported educators are better equipped to deliver lessons that meet curriculum expectations. Consequently, when teachers perform effectively, students benefit from more engaging, well-structured, and impactful learning experiences, ultimately improving student performance and learning outcomes. This interplay between leadership, professional growth, and curriculum implementation makes the study personally and professionally meaningful, as it addresses the core of educational effectiveness by linking administrative guidance to teacher competence and student achievement.

Reyes (2018) reported that when school heads provided structured support and coaching, Filipino teachers felt more competent in implementing new curriculum initiatives, leading to observable gains in student learning outcomes.

In observing schools, I have noted instances where curriculum changes were implemented with minimal guidance or training, resulting in confusion, inconsistency, and uneven student performance. Conversely, schools with strong leadership and ongoing professional development programs demonstrated better teaching practices, higher teacher morale, and improved student outcomes. Thus, examining the connection between leadership, professional growth, and curriculum implementation provides actionable insights for optimizing teaching quality and learning results.

The research also identifies several problems that motivated the study. Teachers often face challenges such as lack of proper guidance, inadequate training, and insufficient

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resources, which hinder the effective implementation of new curriculum standards. Leadership gaps, including limited monitoring, inconsistent support, or unclear communication, can exacerbate these challenges, leaving teachers unprepared and students underserved. Time constraints, teacher workload, and varying levels of teacher competency further complicate curriculum adoption. By highlighting these problems, the study seeks to understand how coordinated leadership and targeted professional development can address obstacles, strengthen teaching performance, and improve student learning outcomes.

This study is necessary because it bridges the critical link between leadership, teacher development, and curriculum implementation. Understanding how school heads and professional development initiatives affect teacher performance provides evidence-based strategies for improving classroom practice and student learning. Conducting this research will contribute to educational knowledge, inform policy and school administration, and ultimately promote a more effective and sustainable approach to implementing curriculum enhancements that benefit both teachers and learners.

This study determined the significant relationship between Leadership and Professional Development of School heads and its relationship on Teachers' competence and Students' Performance. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the perception of the respondents in the Leadership and Professional Development of School Heads in the Context of Enhanced Curriculum Implementation in terms of:

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- 1.1. Instructional leadership;
  - 1.2. Professional Development Opportunities;
  - 1.3. Collaborative Leadership and Decision Making;
  - 1.4. Monitoring and Feedback; and
  - 1.5. Supportive Work Environment?
2. What is the teacher’s competence based on Classroom observation tool (COT)?
3. What is the Academic performance of the Grade 10 learners?
4. Is there a significant relationship between the ff:
- 4.1. Leadership and Professional Development of School Heads and Teachers’ Competence?
  - 4.2. Leadership and Professional Development of School Heads and Academic Performance of Grade 10 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:

H01. Leadership and Professional Development of School Heads and Teachers Competence.

H02. Leadership and Professional Development of School Heads and Academic Performance of Grade 10 Learners

## METHODOLOGY

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**Design.** This study employed a quantitative-correlational research design to determine the relationship between the leadership and professional development practices of school heads and their effects on teacher performance and student performance within the context of enhanced curriculum implementation. The correlational design was appropriate because it allowed the researcher to identify the degree and direction of association among variables without manipulating any of them. Through this approach, data were gathered from school heads, teachers, and relevant school records using standardized survey questionnaires and validated performance indicators. The study examined how leadership styles, professional development programs, and curriculum implementation processes were interrelated and how these collectively influenced instructional quality and student outcomes. Furthermore, this research utilized descriptive statistics to summarize the data and inferential statistics—such as Pearson’s correlation and regression analysis—to test hypotheses regarding the relationships among leadership practices, professional development, teacher performance, and student performance. The use of quantitative analysis ensured objectivity and reliability in determining whether differences or correlations were statistically significant. This design aligned with the study’s goal of providing empirical evidence on how effective leadership and systematic professional development under the enhanced curriculum framework contributed to higher levels of teaching efficiency and academic achievement among learners.

The main local of the study was in Ciabu National High School in the Schools Division of baybay City. The respondents of the study were School Head, Teachers and Junior High School Learners.

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The research instruments used in this study were structured survey questionnaires designed to assess the leadership and professional development practices of school heads and the competence of teachers in the context of enhanced curriculum implementation. The first instrument focused on five key dimensions of school leadership—Instructional Leadership, Professional Development Opportunities, Collaborative Leadership and Decision-Making, Monitoring and Feedback, and Supportive Work Environment. Each dimension consisted of five items that measured how school heads provided guidance, promoted collaboration, offered feedback, and created supportive environments that contributed to teacher and student performance. The instrument employed a five-point Likert scale, allowing respondents to indicate the extent to which they agreed with each statement. This structure ensured an objective and systematic assessment of school leadership practices, which were crucial in promoting effective teaching and learning outcomes.

The second instrument, which measured teacher competence, was likewise composed of five dimensions—Subject Matter Knowledge, Pedagogical Skills, Assessment Competence, Communication and Interpersonal Skills, and Professionalism and Continuous Development. Each dimension contained five indicators designed to capture teachers’ mastery of content, instructional delivery, classroom assessment, communication, and professional growth. Responses were also rated using a Likert scale ranging from “Strongly Disagree” to “Strongly Agree,” ensuring consistent and quantifiable data collection. Together, these instruments provided a comprehensive view of how leadership and professional development influenced teacher performance and, consequently, student achievement. The data derived from these

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tools were analyzed statistically to determine the relationship between leadership practices, teacher competence, and student performance under the enhanced curriculum implementation.

**Sampling.** The respondents of the study were the head teacher and the Junior High School teachers of Ciabu National High School, comprising one school head and a total of 33 junior high school teachers, with 10 males and 23 females as well as 21 total of 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.

**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, the School Principal, and the teachers responsible for the respondents.

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

The collected data were collated and submitted to the appropriate statistical analysis to determine the relationships among the variables.

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**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 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 Leadership and Professional Development of School Head and its relationship on Teacher Competence and Student Performance.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between Leadership and Professional Development of School Head and its relationship on Teacher Competence and Student Performance.

## RESULTS AND DISCUSSION

TABLE I

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## LEADERSHIP AND PROFESSIONAL DEVELOPMENT OF SCHOOL HEADS

Domain	Indicator	Weighted Mean (Reversed)	Interpretation
<b>1.1 Instructional Leadership</b>	Provides clear guidance for curriculum implementation	3.85	Very High
	Demonstrates exemplary teaching strategies	3.76	Very High
	Monitors classroom practices (1st)	3.82	Very High
	Monitors classroom practices (2nd)	3.85	Very High
	Promotes accountability and continuous improvement	3.88	Very High
	<b>1.2 Professional Development Opportunities</b>	Training sessions/workshops	3.82
Programs relevant to curriculum		3.88	Very High
Teachers encouraged to pursue certifications/seminars		3.91	Very High
Coaching/mentorship provided		3.82	Very High
Support in applying new strategies		3.79	Very High

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Domain	Indicator	Weighted Mean (Reversed)	Interpretation
<b>1.3 Collaborative Leadership and Decision-Making</b>	Teachers actively involved in planning	3.73	Very High
	Teachers' opinions valued	3.79	Very High
	Team-based approaches encouraged	3.82	Very High
	Regular collaborative meetings	3.82	Very High
	Shared leadership practices	3.73	Very High
<b>1.4 Monitoring and Feedback</b>	Classroom observations regularly conducted	3.91	Very High
	Timely and constructive feedback	3.85	Very High
	Monitoring identifies strengths/needs	3.76	Very High
	Feedback encourages improvement	3.76	Very High
	Teachers motivated to implement suggestions	3.85	Very High
<b>1.5 Supportive Work Environment</b>	Fosters positive and collaborative school culture	3.88	Very High

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Domain	Indicator	Weighted Mean (Reversed)	Interpretation
	Teachers feel comfortable approaching SH	3.76	Very High
	Achievements recognized	3.91	Very High
	Resources fairly distributed	3.88	Very High
	Teachers encouraged to innovate	2.27	Moderate
<b>OVERALL WEIGHTED MEAN</b>		<b>3.78</b>	<b>Very High</b>

### Interpretation using 4-Point Likert Scale:

- 3.26 – 4.00 → Very High
- 2.51 – 3.25 → High
- 1.76 – 2.50 → Moderate
- 1.00 – 1.75 → Very Low

This table presents the Leadership and Professional Development of School Heads, highlighting the extent to which school heads exhibit effective instructional leadership, provide professional development opportunities, engage in collaborative decision-making, monitor and give feedback, and foster a supportive work environment. The table captures teachers' perceptions across multiple indicators, measuring how these leadership practices contribute to curriculum implementation, teacher growth, and overall school performance. Weighted means were used to quantify the responses, and interpretations were based on a 4-point

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Likert scale to determine the level of effectiveness across each domain.

The discussion of the table shows that in the domain of Instructional Leadership, school heads consistently provided clear guidance for curriculum implementation, demonstrated exemplary teaching strategies, and monitored classroom practices, promoting accountability and continuous improvement. All indicators in this domain were rated very high, reflecting strong leadership in guiding instructional practices. For Professional Development Opportunities, school heads organized relevant training sessions and workshops, encouraged teachers to pursue certifications, provided coaching and mentorship, and supported the application of new strategies, all receiving very high ratings. These results suggest that school heads actively invested in enhancing teacher competencies and ensuring that professional learning was aligned with instructional goals.

In Collaborative Leadership and Decision-Making, teachers reported that they were actively involved in planning, their opinions were valued, team-based approaches were encouraged, and regular collaborative meetings were held. Shared leadership practices were also evident, reflecting a very high level of inclusivity in decision-making. Regarding Monitoring and Feedback, school heads conducted classroom observations, provided timely and constructive feedback, identified teachers' strengths and needs, and motivated them to implement suggestions, all consistently rated very high. In the Supportive Work Environment domain, teachers indicated that school heads fostered a positive and collaborative school culture, recognized achievements, and distributed resources fairly. However, the indicator for encouraging teacher innovation received a moderate rating, suggesting room for improvement

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in empowering teachers to experiment with new approaches.

The overall weighted mean of 3.78 indicates a very high perception of leadership and professional development practices among school heads. The result implies that strong leadership, structured professional development, collaborative decision-making, effective monitoring, and a supportive work environment significantly contribute to teacher effectiveness and the smooth implementation of the curriculum. While most areas were rated very high, the moderate rating for encouraging teacher innovation implies that more initiatives could be introduced to further inspire creativity and professional risk-taking among teachers.

**Table 2**  
**TEACHERS' COMPETENCE**

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Apply knowledge of content within and across curriculum teaching areas (1.1.2)	4.85	Very Good
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	4.91	Very Good
Apply a range of teaching strategies to develop critical and creative thinking (1.5.2)	4.88	Very Good

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Indicator	Weighted Mean	Interpretation
Manage classroom structure to engage learners in hands-on activities (2.3.2)	4.94	Very Good
Manage learner behavior constructively (2.6.2)	6.00	Excellent / Outstanding
Use differentiated, developmentally appropriate learning experiences (3.1.2)	4.85	Very Good
Plan, manage and implement developmentally sequenced teaching (4.1.2)	6.00	Excellent / Outstanding
Select, develop, organize and use appropriate teaching and learning resources (4.5.2)	4.94	Very Good
Design, select, organize and use assessment strategies consistent with curriculum requirements (5.1.2)	4.85	Very Good
<b>Overall Weighted Mean</b>	<b>5.02</b>	<b>Outstanding</b>

Range	Interpretation
5.01 – 6.00	Excellent / Outstanding
4.01 – 5.00	Very Good

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Range	Interpretation
3.01 – 4.00	Good
2.01 – 3.00	Satisfactory
1.01 – 2.00	Needs Improvement
1.00	Poor

This table presents Teachers' Competence, highlighting how teachers apply content knowledge, implement diverse teaching strategies, manage classrooms, develop learners' critical thinking, and utilize appropriate assessment practices. The indicators measured focus on both instructional and classroom management skills, as well as the ability to design learning experiences that are developmentally appropriate and aligned with curriculum requirements. Responses were quantified using a 6-point Likert scale, providing insight into the level of competence demonstrated by teachers across multiple dimensions of professional practice.

The discussion of the table shows that teachers consistently applied knowledge of content across teaching areas, used a range of strategies to enhance literacy and numeracy, and employed techniques to foster critical and creative thinking. They also effectively managed classroom structure to engage learners in hands-on activities and constructively addressed learner behavior. Additionally, teachers implemented developmentally appropriate differentiated learning experiences, sequenced lessons effectively, selected and organized relevant teaching resources, and designed assessments aligned with curriculum requirements. Most of these indicators were rated as very good, with some areas, including classroom

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behavior management and lesson sequencing, rated as excellent or outstanding, demonstrating that teachers are highly proficient in delivering quality instruction.

Further analysis reveals that teachers' competence is well-rounded, encompassing both pedagogical and managerial skills necessary for effective teaching. The overall weighted mean of 5.02, classified as outstanding, implies that teachers consistently exhibit excellence in applying curriculum knowledge, designing engaging learning experiences, managing classrooms, and implementing assessment strategies. This result implies that teachers are not only knowledgeable but also capable of translating their expertise into practices that promote learner achievement and development.

**TABLE 3**

**ACADEMIC PERFORMANCE OF LEARNERS**

Grade Range	Description	Frequency	%
90 – 100	Outstanding	16	76.19%
85 – 89	Very Satisfactory	2	9.52%
80 – 84	Satisfactory	1	4.76%
75 – 79	Fairly Satisfactory	2	9.52%
Below 75	Did Not Meet Expectations	0	0.00%
<b>Total</b>	—	21	100%
<b>General Weighted Mean</b>	—	—	91.90 – Outstanding

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This table presents Academic Performance of Learners, illustrating the distribution of grades achieved by students and the overall effectiveness of instructional strategies on learner outcomes. The table categorizes student performance across five ranges, from “Did Not Meet Expectations” to “Outstanding,” showing both frequency and percentage for each category. This evaluation provides insight into how well learners have mastered the curriculum and highlights areas of strength and potential improvement in teaching and learning practices.

The discussion of the table shows that a majority of the learners achieved the highest grade range, classified as outstanding, while a smaller portion earned very satisfactory, satisfactory, or fairly satisfactory marks. Notably, none of the learners fell below the minimum expectations, indicating that all students met at least the basic competency standards. This distribution reflects that the instructional interventions, curriculum implementation, and teacher support effectively facilitated student learning and helped learners achieve high levels of mastery.

Further examination reveals that learners consistently performed well across core academic areas, with the highest concentration in the outstanding range. The general weighted mean of 91.90, interpreted as outstanding, implies that the learners demonstrated exceptional understanding and application of the subject matter. The result implies that the combined effects of competent teaching, professional development initiatives, and effective leadership significantly enhanced learner performance, leading to a strong academic achievement among the students.

#### TABLE 4

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## TEST OF RELATIONSHIP

Variables Correlated	r (Pearson)	Computed t	Table t @ 0.05	Decision on Ho	Interpretation
Leadership & Professional Development of School Heads (Table 1) and Teachers' Competence (Table 2)	0.88	3.36	3.182	Reject Ho	Significant Relationship (Strong Positive)
Leadership & Professional Development of School Heads (Table 1) and Academic Performance of Learners (Table 3)	0.91	3.91	3.182	Reject Ho	Significant Relationship (Strong Positive)

This table presents the Test of Relationship between the leadership and professional development practices of school heads and their effects on teachers' competence and the academic performance of learners. The analysis used Pearson's r to determine the strength and direction of the relationships between the variables, while the computed t-values were compared to the critical table value at the 0.05 level of significance to assess the statistical significance. This evaluation aimed to establish whether the professional development initiatives and leadership behaviors of school heads were significantly associated with the competence of teachers and the learning outcomes of students under their supervision.

The discussion of the table shows that the relationship between school heads' leadership and professional development practices and teachers' competence was strong and

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positive. Similarly, the correlation between leadership and professional development practices and learners' academic performance was also strong and positive. These results indicate that school heads who actively implement structured professional development, provide guidance, mentoring, feedback, and model effective leadership behaviors tend to have teachers who demonstrate higher mastery of subject knowledge, pedagogical skills, assessment practices, communication, and professionalism. Consequently, these teachers are able to translate their competencies into improved academic performance among their students.

Further analysis highlights that both relationships were statistically significant, as evidenced by the computed t-values exceeding the critical values. This implies that the leadership and professional development initiatives of school heads do not merely influence teachers and learners by chance but have a measurable and meaningful impact. The overall result implies that strong and strategic school leadership coupled with systematic professional development directly contributes to higher teacher competence and elevated student learning outcomes, fostering a more effective and responsive educational environment.

## CONCLUSION

Based on the results of this study, the leadership and professional development practices of school heads were found to have a strong and positive relationship with both teachers' competence and learners' academic performance. The findings indicated that school

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heads who implemented structured professional development, provided guidance, mentoring, and constructive feedback, and modeled effective leadership behaviors contributed significantly to enhancing teachers' mastery of content, pedagogical skills, assessment practices, communication, and professionalism. This, in turn, translated into improved academic outcomes for students. The study concluded that strategic school leadership combined with systematic professional development positively influenced the overall teaching and learning environment, supporting the development of highly competent teachers and successful learners.

## RECOMMENDATION

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

The Learners should actively participate in classroom activities, apply the strategies and feedback provided by their teachers, and take responsibility for their own learning to maximize the benefits of competent teaching and leadership guidance.

The Teachers should continuously engage in professional development opportunities, implement the leadership strategies modeled by school heads, and apply innovative teaching methods to enhance student learning outcomes and maintain high instructional standards.

The School Heads should consistently provide structured professional development, mentoring, and constructive feedback to teachers, foster a supportive and collaborative work environment, and model effective leadership behaviors that encourage teacher growth and student achievement.

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The Public Schools District Supervisor should monitor and support school leadership initiatives, facilitate access to professional development programs, and ensure that school heads and teachers have the necessary resources to implement effective teaching and learning strategies.

The Parents should actively engage with their children’s learning, support the school’s programs and initiatives, and collaborate with teachers to reinforce positive learning habits at home, contributing to improved student performance.

The Researcher should disseminate the findings of the study to relevant stakeholders, provide practical recommendations for school leadership and professional development, and assist in designing programs that enhance both teacher competence and student performance.

Future Researchers should conduct further studies to explore additional variables affecting teacher competence and student performance, investigate the long-term effects of leadership and professional development initiatives, and consider different educational contexts to validate and expand upon the findings of this study.

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## CHRISTIAN DEJARME ELARDO

The author is born on January 08, 1988 at Baybay City, Leyte Philippines. She is a dedicated student with strong interest in education, and leadership development. She finished her Bachelor's degree in Hotel, Restaurant and Tourism Management at Visayas State University – Main Campus and also finished her supplemental in Secondary Education at Franciscan College of Immaculate Conception. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City. Throughout her academic journey, she has demonstrated commitment, perseverance, and passion for learning.

She is currently a Teacher III in the Department of Education and a Grade 10 adviser at Ciabu National High School, Barangay Ciabu Baybay City, Leyte, Philippines. She is a coordinator in school organizations for learners namely, Supreme Secondary Learners Government. Her involvement in school programs and leadership activities has helped her develop strong communication, research, and organization skills. She believes that supervising the young is the foundation of understanding how to supervise the old.

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