



SCHOOL HEADS' COMMUNICATION AND INTERPERSONAL SKILLS, TEACHERS COLLABORATION AND PRODUCTIVITY AND TEACHING PERFORMANCE

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ABSTRACT

This study determined the significant relationship between the School Heads' Communication and Interpersonal Skills as Predictors of Teacher Collaboration and Productivity. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed a quantitative research design, specifically a correlational-predictive approach, to examine the extent to which school heads' communication and interpersonal skills predicted teacher collaboration and productivity. This design was appropriate as it allowed the researcher to identify patterns and relationships between the independent variable (school heads' communication and interpersonal skills) and the dependent variable (teacher collaboration and productivity). The predictive aspect further sought to determine how variations in school heads' skills forecasted changes in teacher collaboration and productivity. The study focused on school heads and teachers from selected public schools, with purposive sampling used to select participants who were directly involved in teacher supervision and collaborative activities, ensuring that the sample accurately

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represented the population influenced by school leadership. Data were collected using a structured questionnaire with Likert-scale items, divided into two main sections: one measuring school heads' communication and interpersonal skills, and another assessing teacher collaboration and productivity. Indicators for the first included clarity, approachability, and supportiveness, while the second encompassed teamwork, cooperation, and output quality. Ethical considerations, including informed consent and confidentiality, were strictly observed. Data were analyzed through descriptive statistics (mean, frequency, percentage) and inferential statistics, including Pearson's correlation and multiple regression analysis, to determine the strength, direction, and predictive power of the relationships between variables. This correlational-predictive design proved ideal for quantifying the impact of leadership skills on teacher behaviors, producing reliable results, and providing empirical evidence that informed school leadership practices and professional development programs.

The study on the relationship between School Heads' Communication and Interpersonal Skills and Teachers' Practices demonstrates that leadership communication and relational effectiveness are strongly linked to teachers' collaborative practices, engagement, productivity, and instructional competence. The analysis revealed that when school heads exhibit clear communication, provide constructive feedback, and maintain positive interpersonal relationships, teachers are more likely to work collaboratively, participate actively in school programs, and perform their instructional responsibilities effectively.

Similarly, higher levels of teacher collaboration, engagement, and productivity are closely associated with improved instructional competence, indicating that a supportive

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professional environment directly enhances teaching quality. These relationships highlight that leadership communication and interpersonal skills are essential in fostering a culture of trust, cooperation, and shared responsibility among teachers.

Overall, the results imply that effective leadership communication and interpersonal skills cultivate a collaborative professional culture, strengthen teacher performance, and improve classroom instruction, ultimately contributing to a more cohesive, productive, and high-performing school system.

Keywords: *Communication & Interpersonal Skills, School Heads, Teachers' Collaboration & Productivity*

INTRODUCTION

In today's educational landscape, the success of a school no longer depends solely on academic programs or resources—it depends on the quality of relationships and communication within the organization. Communication serves as the foundation of leadership, shaping how information, ideas, and expectations flow between school heads and teachers. Interpersonal skills, on the other hand, determine the quality of those relationships—whether they foster trust, motivation, and collaboration or create distance and misunderstanding. School heads who demonstrate empathy, active listening, and open communication tend to cultivate a work environment where teachers feel valued, respected,

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and supported. This emotional connection encourages teachers to share best practices, solve problems collectively, and perform more productively in their classrooms.

In this context, the study aims to explore how the communication and interpersonal skills of school administrators predict teacher collaboration and productivity. Teachers' willingness to collaborate often depends on how approachable, transparent, and supportive their leaders are. A school head who communicates clearly and engages teachers in decision-making processes promotes a sense of belonging and shared purpose. Conversely, poor communication and weak interpersonal relationships can lead to disengagement and low morale, hampering teachers' performance and the overall productivity of the school. By examining these dynamics, this study seeks to understand how the "human side" of leadership—often overlooked in policy discussions—serves as a catalyst for organizational effectiveness and professional growth among teachers.

In a 2023 study, Sofia, Syaidah, and Shunhaji explored how school principals' communication practices influence teacher performance in West Java, Indonesia. Their findings revealed that principals who consistently provided constructive feedback, maintained open channels of communication, and recognized teachers' contributions significantly improved classroom performance and teacher motivation. The study emphasized that effective communication fosters a climate of trust and psychological safety, which in turn enhances teacher collaboration and instructional quality (Sofia et al., 2023).

From my perspective as an educator and researcher, this study is deeply personal and professionally meaningful. Having worked in school environments with varying leadership

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styles, I have observed firsthand how communication and interpersonal skills can make or break teacher morale and collaboration. School heads who communicate with clarity, empathy, and respect often create a positive ripple effect across the school community—teachers feel heard, conflicts are resolved constructively, and collective productivity thrives. This realization drives my desire to investigate the predictive role of these skills more systematically. I firmly believe that leadership is not only about authority but about influence—the ability to connect, inspire, and align people toward a shared purpose. This research aims to contribute to a growing body of evidence that highlights the importance of relational leadership in enhancing teacher performance and school success.

While developing this study, several challenges emerged. The first was the complexity of defining and measuring communication and interpersonal skills, as these are inherently subjective and context-dependent concepts. Designing a valid and reliable instrument that captures teachers' perceptions without bias required extensive literature review and careful phrasing of survey items. Another challenge involved obtaining authentic responses from teachers, who might feel hesitant to evaluate their school heads honestly. Ensuring anonymity and confidentiality became crucial to mitigate this issue. Additionally, identifying the right balance between qualitative insights and quantitative data posed methodological challenges, as the study needed to demonstrate predictive relationships while capturing human experiences meaningfully. Finally, locating local studies within the Philippine context that directly address these constructs proved difficult, as much of the literature focused on general leadership styles rather than communication-specific behaviors.

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Despite the challenges, pursuing this study is both timely and essential. As schools continue to face rapid changes and increasing demands, the ability of school heads to communicate effectively and build positive interpersonal relationships has never been more critical. This research seeks to provide empirical evidence on how these leadership competencies influence teacher collaboration and productivity—two cornerstones of educational quality. Beyond its academic contribution, the study aspires to inform leadership training programs and inspire current and aspiring administrators to develop stronger communication and relational skills. Ultimately, this study is not only about improving professional interactions within schools but about creating environments where teachers can thrive, students can succeed, and educational institutions can sustain long-term excellence.

This study determined the significant relationship between the School Heads' Communication and Interpersonal Skills as Predictors of Teacher Collaboration and Productivity. 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 School Heads' Communication and Interpersonal Skills in terms of the following:
 - 1.1 Clarity of communication;
 - 1.2 Approachability and Interpersonal Relations;
 - 1.3 Supportive and Motivational Behavior;
2. What is the teacher collaboration and Productivity in terms of the following:

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independent variable (school heads' communication and interpersonal skills) and the dependent variable (teacher collaboration and productivity). The predictive aspect further sought to determine how variations in school heads' skills forecasted changes in teacher collaboration and productivity. The study focused on school heads and teachers from selected public schools, with purposive sampling used to select participants who were directly involved in teacher supervision and collaborative activities, ensuring that the sample accurately represented the population influenced by school leadership.

Data were collected using a structured questionnaire with Likert-scale items, divided into two main sections: one measuring school heads' communication and interpersonal skills, and another assessing teacher collaboration and productivity. Indicators for the first included clarity, approachability, and supportiveness, while the second encompassed teamwork, cooperation, and output quality. Ethical considerations, including informed consent and confidentiality, were strictly observed. Data were analyzed through descriptive statistics (mean, frequency, percentage) and inferential statistics, including Pearson's correlation and multiple regression analysis, to determine the strength, direction, and predictive power of the relationships between variables. This correlational-predictive design proved ideal for quantifying the impact of leadership skills on teacher behaviors, producing reliable results, and providing empirical evidence that informed school leadership practices and professional development programs.

The main local of the study is Tapol Elem & Macupa Central School in the Schools Division of Leyte. The respondents of the study were the Teachers and Grade 7 learners.

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The research instrument for this study was a structured questionnaire designed to measure two primary variables: School Heads' Communication and Interpersonal Skills (independent variable) and Teacher Collaboration and Productivity (dependent variable). Each variable was measured through multiple indicators, with each indicator containing five specific items rated on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The questionnaire was intended to assess teachers' perceptions of the communication and interpersonal skills of their school heads and how these skills related to collaborative practices and productivity among teachers.

Sampling. The respondents of the study were the elementary teachers from Tapol Elementary School and Macupa Central School in the Schools Division of Leyte, consisting of two school heads and twenty-nine teachers 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, School Principal, and the teachers under whose care the respondents were. The researcher distributed the survey questionnaires to the School Administrators, who then had them answered by the teachers. After one month,

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the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. Data were collated and submitted to the appropriate statistical 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 were employed to determine the School Heads' Communication and Interpersonal Skills as Predictors of Teacher Collaboration and Productivity.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the School Heads' Communication and Interpersonal Skills as Predictors of Teacher Collaboration and Productivity.

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RESULTS AND DISCUSSION

TABLE I

SCHOOL HEADS' COMMUNICATION AND INTERPERSONAL SKILLS

Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Clarity of Communication (1.1)	The school head provides clear instructions regarding school policies and procedures.	4.57	Very High
	Important information is communicated in a timely and understandable manner.	4.50	Very High
	The school head explains goals and objectives clearly to all staff.	4.57	Very High
	Messages from the school head are free of ambiguity and easily understood.	4.50	Very High
	The school head uses appropriate channels to communicate with teachers.	4.50	Very High
Approachability & Interpersonal Relations (1.2)	The school head is approachable and open to teacher concerns.	4.50	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Teachers feel comfortable discussing issues with the school head.	4.43	Very High
	The school head demonstrates empathy and understanding toward staff.	4.50	Very High
	Conflicts are addressed fairly and respectfully by the school head.	4.43	Very High
	The school head encourages open dialogue among teachers.	4.43	Very High
Supportive & Motivational Behavior (1.3)	Teachers are recognized for their achievements and contributions.	4.39	Very High
	The school head supports professional growth and development.	4.39	Very High
	The school head motivates teachers to collaborate and innovate.	4.39	Very High
	Teachers feel inspired by the school head to perform their best.	4.32	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Overall Weighted Mean	4.45	Very High

Legend (5-Point Likert Scale):

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

This table presents School Heads' Communication And Interpersonal Skills, highlighting the leadership dimensions of Clarity of Communication, Approachability and Interpersonal Relations, and Supportive and Motivational Behavior, together with their corresponding weighted means and interpretations based on a five-point Likert scale. The table reflects teachers' perceptions of how effectively school heads communicate expectations, build professional relationships, and foster a supportive work environment within the school setting.

Under the dimension of Clarity of Communication, all indicators were rated Very High. The school head provided clear instructions regarding school policies and procedures and clearly explained goals and objectives to all staff, both obtaining the highest ratings. Important information was communicated in a timely and understandable manner, messages were free of ambiguity and easily understood, and appropriate communication channels were

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consistently used. These results indicate that school heads demonstrated strong competence in delivering precise, consistent, and structured communication, ensuring that teachers were well-informed about institutional directions and expectations.

In terms of Approachability and Interpersonal Relations, the indicators were likewise interpreted as Very High. The school head was approachable and open to teacher concerns, demonstrated empathy and understanding, and encouraged open dialogue among teachers. Teachers felt comfortable discussing issues with the school head, and conflicts were addressed fairly and respectfully. For Supportive and Motivational Behavior, all items were also rated Very High. Teachers were recognized for their achievements and contributions, professional growth and development were supported, collaboration and innovation were encouraged, and teachers felt inspired to perform at their best. Although the rating for inspiring teachers to perform was slightly lower compared to other indicators, it remained within the Very High range, reflecting consistently positive perceptions across all leadership dimensions.

The overall average rating was 4.45, interpreted as Very High. The result implies that school heads consistently exhibited strong communication competence, positive interpersonal relationships, and supportive leadership behaviors in their respective schools. It implies that effective communication practices were highly observed, fostering clarity in school operations, trust among teachers, and a motivating work climate. The consistently Very High ratings across all dimensions suggest that these leadership skills contributed to improved collaboration, morale, and professional engagement among teachers, thereby strengthening the overall functioning of the school organization.

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Table 2

TEACHERS' COLLABORATIVE PRACTICES, ENGAGEMENT, AND PRODUCTIVITY

Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Collaborative Practices (2.1)	Teachers frequently share teaching strategies and resources with colleagues.	4.52	Very High
	There is a culture of mutual support among teachers.	4.65	Very High
	Teachers participate actively in school-based decision-making.	4.34	Very High
	Collaborative problem-solving is common among teachers.	4.48	Very High
	Teachers coordinate lesson planning and assessment efforts.	4.52	Very High
Engagement and Participation (2.2)	Teachers participate in staff meetings and school programs regularly.	4.52	Very High
	Teachers contribute ideas to improve school policies or practices.	4.48	Very High
	Teachers willingly engage in professional learning communities.	4.55	Very High

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Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Teachers volunteer for extra responsibilities that enhance student learning.	4.34	Very High
	Teachers support each other in implementing school initiatives.	4.55	Very High
Teacher Productivity (2.3)	Teachers meet curriculum goals within the required timeframe.	4.55	Very High
	Student learning outcomes improve as a result of teachers' efforts.	4.55	Very High
	Teachers complete tasks and reports accurately and punctually.	4.48	Very High
	Teachers demonstrate creativity and innovation in their teaching.	4.39	Very High
	Teachers maintain a high standard of professionalism in the classroom.	4.55	Very High
Overall Weighted Mean	—	4.50	Very High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 → Very High (Strongly Agree / Highly Observed)

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- 1.76 – 2.50 → Low (Disagree / Less Observed)
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This table presents Teachers' Collaborative Practices, Engagement, and Productivity using a 5-point Likert Scale to determine the extent to which these dimensions are observed in the school setting. The data highlight three major dimensions: Collaborative Practices (2.1), Engagement and Participation (2.2), and Teacher Productivity (2.3), with corresponding weighted means and interpretations. The overall weighted mean of 4.50 falls within the range of 4.21–5.00, interpreted as "Very High," indicating that the indicators under these dimensions are strongly observed among teachers.

Under Collaborative Practices (2.1), all indicators obtained a "Very High" interpretation. The highest rating was given to "There is a culture of mutual support among teachers" with a weighted mean of 4.65, suggesting a strong collegial environment. "Teachers frequently share teaching strategies and resources with colleagues" and "Teachers coordinate lesson planning and assessment efforts" both received a weighted mean of 4.52, while "Collaborative problem-solving is common among teachers" garnered 4.48. "Teachers participate actively in school-based decision-making" received the lowest in this dimension at 4.34, though still interpreted as "Very High." These findings indicate that collaborative culture is deeply embedded in the school's professional environment.

For Engagement and Participation (2.2), all items were likewise rated "Very High."

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"Teachers willingly engage in professional learning communities" and "Teachers support each other in implementing school initiatives" both received 4.55, the highest in this category. "Teachers participate in staff meetings and school programs regularly" obtained 4.52, while "Teachers contribute ideas to improve school policies or practices" had 4.48. The lowest rating in this dimension, though still "Very High," was "Teachers volunteer for extra responsibilities that enhance student learning" with 4.34. In Teacher Productivity (2.3), three indicators tied for the highest mean of 4.55: "Teachers meet curriculum goals within the required timeframe," "Student learning outcomes improve as a result of teachers' efforts," and "Teachers maintain a high standard of professionalism in the classroom." "Teachers complete tasks and reports accurately and punctually" received 4.48, while "Teachers demonstrate creativity and innovation in their teaching" obtained 4.39. All results consistently fall within the "Very High" range.

The results imply that teachers exhibit a strong culture of collaboration, active engagement, and high productivity in their professional responsibilities. With an overall weighted mean of 4.50 (Very High), the findings imply that collaborative behaviors, participatory engagement, and productive performance are highly institutionalized and consistently practiced. Specifically, the high ratings across all indicators suggest that teachers not only work cohesively and supportively but also contribute meaningfully to school decision-making, professional development, and student achievement. The consistently "Very High" interpretations across all dimensions imply that the school environment fosters teamwork, shared leadership, accountability, and professional excellence, which collectively enhance

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instructional effectiveness and student outcomes.

TABLE 3

INSTRUCTIONAL COMPETENCE OF TEACHERS (CLASSROOM OBSERVATION)

Indicator	Weighted Mean	Interpretation (7-Point Likert Scale)
Apply knowledge of content within and across curriculum teaching areas (1.1.2)	6.72	Outstanding
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	6.66	Outstanding
Apply a range of teaching strategies to develop critical and creative thinking, as well as higher-order skills (1.5.2)	6.59	Outstanding
Manage classroom structure to engage learners in meaningful exploration, discovery, and hands-on activities (2.3.2)	6.62	Outstanding
Manage learner behavior constructively by applying positive and non-violent discipline (2.6.2)	6.62	Outstanding
Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences (3.1.2)	6.55	Outstanding
Select, develop, organize and use appropriate teaching and learning resources, including ICT (4.5.2)	6.62	Outstanding
Design, select, organize and use diagnostic, formative, and summative assessment strategies (5.1.2)	6.59	Outstanding

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Indicator	Weighted Mean	Interpretation (7-Point Likert Scale)
Overall Weighted Mean	6.61	Outstanding

Interpretation Scale (7-Point Likert):

- 6.01 – 7.00 → Outstanding
- 5.01 – 6.00 → Very Satisfactory
- 4.01 – 5.00 → Satisfactory
- 3.01 – 4.00 → Fairly Satisfactory
- 1.00 – 3.00 → Needs Improvement

This table presents the Instructional Competence of Teachers (Classroom Observation) based on a 7-point Likert Scale, measuring teachers’ performance across key instructional domains such as content knowledge, teaching strategies, classroom management, learner diversity, resource utilization, and assessment practices. The results reflect the extent to which instructional competencies are demonstrated in actual classroom settings. With an overall weighted mean of 6.61 interpreted as “Outstanding” (6.01–7.00), the table indicates that teachers consistently perform at an exceptional level across all observed indicators.

In the domain of content knowledge and teaching strategies, all indicators were rated “Outstanding.” The highest mean was recorded for “Apply knowledge of content within and across curriculum teaching areas (1.1.2)” with 6.72, demonstrating teachers’ strong mastery of subject matter and interdisciplinary integration. “Use a range of teaching strategies that

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enhance learner achievement in literacy and numeracy skills (1.4.2)” obtained 6.66, while “Apply a range of teaching strategies to develop critical and creative thinking, as well as higher-order skills (1.5.2)” received 6.59. These results indicate that teachers not only possess deep content knowledge but also employ diverse and effective pedagogical approaches to promote foundational and higher-order thinking skills among learners.

Similarly, in classroom management, learner diversity, instructional resources, and assessment practices, all indicators were likewise rated “Outstanding.” “Manage classroom structure to engage learners in meaningful exploration, discovery, and hands-on activities (2.3.2)” and “Manage learner behavior constructively by applying positive and non-violent discipline (2.6.2)” both received 6.62, reflecting strong classroom control and a positive learning environment. “Select, develop, organize and use appropriate teaching and learning resources, including ICT (4.5.2)” also garnered 6.62, showing effective integration of instructional materials and technology. “Design, select, organize and use diagnostic, formative, and summative assessment strategies (5.1.2)” achieved 6.59, while “Use differentiated, developmentally appropriate learning experiences to address learners’ gender, needs, strengths, interests, and experiences (3.1.2)” obtained 6.55, the lowest yet still within the “Outstanding” range. These findings demonstrate a well-rounded and comprehensive level of instructional competence.

The results imply that teachers demonstrate exceptional instructional competence across all classroom observation indicators. Specifically, the ratings of 6.72 (content knowledge across curriculum), 6.66 (literacy and numeracy strategies), 6.59 (critical and

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 creative thinking strategies), 6.62 (classroom structure management), 6.62 (positive discipline), 6.55 (differentiated instruction), 6.62 (use of resources including ICT), and 6.59 (assessment strategies) all fall within the "Outstanding" range. With an overall weighted mean of 6.61, the result implies that teachers consistently apply high-level pedagogical skills, maintain effective classroom environments, utilize appropriate resources, and implement sound assessment strategies. Furthermore, the result implies that such strong instructional competence likely contributes to improved learner engagement, academic performance, and holistic development, as teachers are able to address diverse needs while maintaining high professional standards.

TABLE 4

TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' COMMUNICATION & INTERPERSONAL SKILLS AND TEACHERS' PRACTICES

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Communication & Interpersonal Skills (Table 1) and Teachers' Collaborative Practices, Engagement & Productivity (Table 2)	0.97	12.14	0.361	Reject Ho	Significant Relationship (Very Strong)
Teachers' Collaborative Practices, Engagement & Productivity (Table 2) and	0.96	11.27	0.361	Reject Ho	Significant Relationship (Very Strong)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Instructional Competence of Teachers (Table 3)					

This table presents Table 4. Test of Relationship Between School Heads' Communication & Interpersonal Skills and Teachers' Practices, showing the statistical relationship among the key variables using Pearson's r correlation, computed t-values, table value at 0.05 level of significance, decision on the null hypothesis (Ho), and interpretation of the relationship. The table determines whether school heads' communication and interpersonal skills significantly relate to teachers' collaborative practices, engagement, productivity, and instructional competence. The results provide empirical evidence on the strength and significance of these relationships within the school context.

The first correlation examined the relationship between School Heads' Communication & Interpersonal Skills (Table 1) and Teachers' Collaborative Practices, Engagement & Productivity (Table 2). The computed Pearson's r of 0.97 indicates a very strong positive correlation. The computed t-value of 12.14 is substantially higher than the table value of 0.361 at the 0.05 level of significance, leading to the rejection of the null hypothesis (Ho). The interpretation "Significant Relationship (Very Strong)" confirms that as school heads demonstrate stronger communication and interpersonal skills, teachers' collaborative practices, engagement, and productivity also increase correspondingly.

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The second correlation tested the relationship between Teachers' Collaborative Practices, Engagement & Productivity (Table 2) and Instructional Competence of Teachers (Table 3). The Pearson's r of 0.96 likewise indicates a very strong positive relationship. The computed t -value of 11.27 exceeds the critical table value of 0.361 at the 0.05 significance level, resulting in the rejection of the null hypothesis (H_0). The interpretation again reveals a "Significant Relationship (Very Strong)," signifying that higher levels of teacher collaboration, engagement, and productivity are strongly associated with higher instructional competence in classroom observations.

The results imply that leadership communication and interpersonal effectiveness play a critical role in enhancing teachers' professional practices and instructional competence. Specifically, the correlation of 0.97 with a computed t -value of 12.14 (greater than 0.361) implies that school heads' communication and interpersonal skills have a very strong and statistically significant relationship with teachers' collaborative practices, engagement, and productivity. Similarly, the correlation of 0.96 with a computed t -value of 11.27 (greater than 0.361) implies that teachers' collaborative practices, engagement, and productivity are very strongly and significantly related to instructional competence. The rejection of the null hypothesis in both tests implies that these relationships are not due to chance but reflect meaningful and substantial associations.

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CONCLUSION

Based on the results of this study, School Heads' Communication and Interpersonal Skills play a critical role in shaping teachers' professional practices, particularly in fostering collaboration, engagement, productivity, and instructional competence. By demonstrating clear communication, empathy, and supportive relational skills, school leaders create an environment that encourages teachers to actively collaborate, participate in decision-making, and implement effective instructional strategies. This positive leadership influence not only enhances teacher performance and professional growth but also strengthens overall school cohesion, instructional quality, and student outcomes. The findings underscore the importance of developing leadership competencies and structured supervisory practices to sustain a culture of collaboration, continuous improvement, and excellence across the entire school system.

RECOMMENDATION

Teachers should actively engage in collaborative practices, share teaching strategies, and participate in professional learning communities to maximize the positive impact of school heads' communication and interpersonal skills on instructional effectiveness and productivity.

School Heads should continuously enhance their communication and interpersonal competencies, provide constructive feedback, foster trust, and create an open and supportive environment that encourages teacher collaboration, engagement, and professional growth.

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Public Schools District Supervisors should provide capacity-building programs, mentoring, and monitoring mechanisms for school heads to strengthen their leadership skills, ensuring that effective communication and relational strategies are consistently applied across schools.

Parents should actively support school initiatives and maintain open communication with teachers and school leaders, fostering a collaborative home-school relationship that reinforces teachers' engagement and students' academic success.

Researchers should develop and implement structured programs and interventions aimed at improving school heads' leadership skills and teacher collaboration, providing actionable insights to enhance school effectiveness.

Future Researchers should conduct longitudinal and comparative studies to further examine the relationship between leadership communication, interpersonal skills, and teacher performance, exploring additional factors that may influence collaboration, engagement, and instructional competence.

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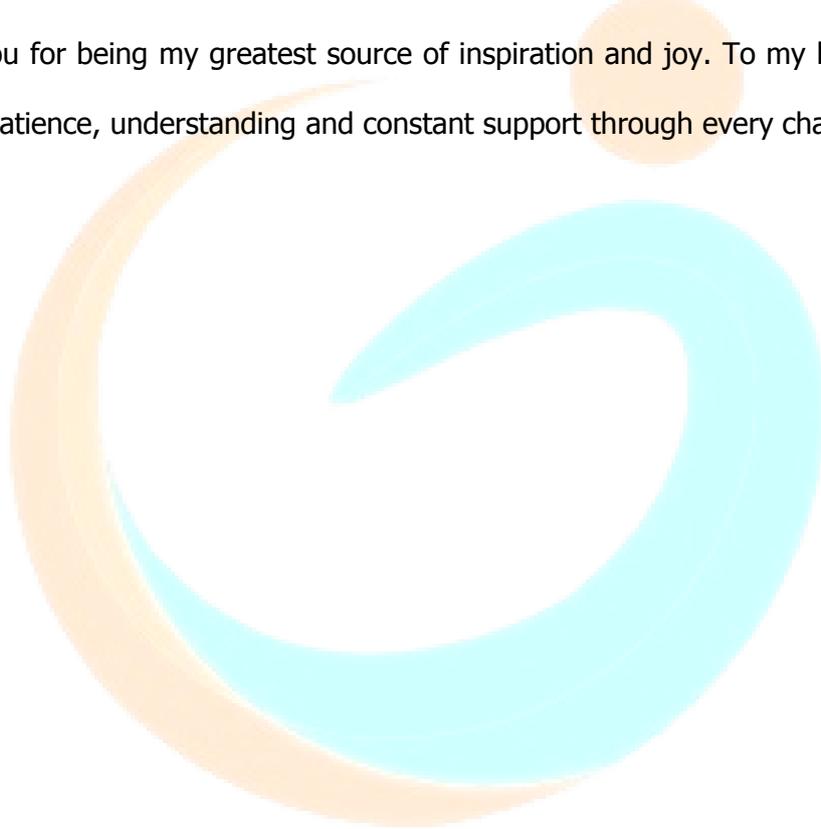
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