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LEADERSHIP PRACTICES AND ADMINISTRATIVE SUPPORT AS PREDICTORS OF TEACHERS' PERFORMANCE

Berna D. Crescencio[1], Elizabeth D. Dioso, Ed.D.[2]
[1]*Master of Arts in Education Major in Elementary Education, Assumption College of Nabunturan*
Teacher I Tugop Elementary School, Division of Davao de Oro
[2]*Doctor of Education, Professor, Assumption College of Nabunturan, Philippines*

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ABSTRACT

This study examined the impact of leadership practices and administrative support on teachers' performance in the Pantukan North District of Davao de Oro for the 2024-2025 school year. Utilizing a quantitative descriptive correlational approach, the research investigates how leadership behaviors specifically planning, organizing, controlling, and leading affect teachers' effectiveness in the classroom. It also assesses the levels of financial, technical, and emotional support provided by school administrators. The findings reveal that strong leadership significantly enhances planning and organizational practices, fostering a supportive educational environment. Respondents indicated positive assessments of financial support, highlighting its role in facilitating professional development and boosting teacher motivation. Additionally, emotional support emerged as a key factor in creating a collaborative atmosphere. The study demonstrates a significant correlation between effective leadership practices and improved teacher performance, particularly in areas such as curriculum planning and personal growth. These insights underscore the necessity for school administrators to adopt inclusive leadership styles that promote collaboration and professional growth. By enhancing administrative support and refining leadership practices, educational outcomes can be improved, ultimately benefiting both teachers and students in the district.

KEYWORDS: *Elementary Education, Leadership Practices, Administrative Support, Teachers' Performance, Quantitative Study, Descriptive-Correlational*

Chapter I
INTRODUCTION
The Problem and Its Background

Teacher job performance significantly influences student outcomes by integrating a teacher's effectiveness, behavior, and their ability to foster understanding and motivation in a supportive learning environment. Teacher job performance is a multifaceted construct that encompasses a teacher's behavior and effectiveness in the classroom, significantly impacting student outcomes (Sijabat et al., 2022). Teacher performance is also closely linked to their ability to foster student understanding, motivation, and academic achievement. When teachers are effective, they create supportive and stimulating classroom environments that enhance learning.

In global scenario specifically in South Africa, a study was conducted by Tabe et al. (2021) which reveals that the role of leadership within educational institutions is increasingly recognized as a pivotal factor influencing both teacher performance and overall student achievement, thereby necessitating a thorough understanding of leadership practices across diverse educational systems. Principals exert a considerable influence on the quality of teaching by providing opportunities for change and improvement.

In Cabanatuan City, there was a study that was conducted by Villanueva et al. (2021) which revealed that the school heads are entrusted with the critical responsibility of optimizing resources to facilitate exceptional school performance, but they often grapple with numerous challenges. A principal's leadership is intrinsically linked to the performance of their school, necessitating a comprehensive understanding of effective leadership practices.

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In the Pantukan North District Division of Davao de Oro, the researcher aims to examine how the leadership practices and support of school administrators affect teachers' performance. Observations indicate that many teachers express concerns regarding their school administrator's leadership styles, particularly in how they interact with and support the teaching staff. Issues such as inconsistent treatment, negative behaviors, and unclear communication have been frequently cited by teachers as problematic in their relationships with school leaders. Despite these challenges, teachers continue to strive to perform their duties effectively, demonstrating resilience in their commitment to education.

To address these concerns, the researcher seeks to investigate the correlation between the leadership practices and administrative support of school administrators and the performance of teachers, aiming to uncover insights that could lead to enhanced educational outcomes in the district.

Statement of the Problem

This study examined the effects of some specific leadership practices and administrative support of school administrators on the teachers' performance in the District of Pantukan North for the school year 2024-2025. Specifically, the study sought to answer the following questions:

1. What is the level of the leadership practices of school heads in terms of:
   1.1 planning,
   1.2 organizing,
   1.3 controlling, and
   1.4 leading?
2. What is the level of the administrative support of school heads in terms of:
   2.1 financial support,
   2.2 technical support, and
   2.3 emotional support?
3. What is the level of performance of the teachers based on the Performance Management and Evaluation System (PMES) in terms of:
   3.1 content knowledge and pedagogy,
   3.2 curriculum and planning, & assessment and reporting, and
   3.2 personal growth and professional development
4. Is there a significant relationship between the leadership practices of school heads and the teachers' performance?
5. Is there a significant relationship between the administrative support of school heads and the teachers' performance?
6. Which of these indicators under the leadership practices affects the teachers' performance?
7. Which of these administrative support indicators affects the teachers' performance?

Null Hypotheses

To determine statistically all the answers to the presented problem, the null hypotheses given below are tested at 0.05 level of significance.

HO_1: There is no significant relationship between leadership practices of school heads and teachers' performance.
HO_2: There is no significant relationship between administrative support and the teachers' performance.
HO_3: There is no significant effect of the indicators under leadership practices on teachers' performance.
HO_4: There is no significant effect of the indicators of administrative support on teachers' performance.

Scope and Delimitation of the Study

This quantitative-descriptive correlational study was focused on the leadership practices and administrative support of 4 school heads and 15 master teachers of the elementary schools and performance of 150 teachers from Pantukan North District particularly in Kingking Central Elementary School-Sped Center, Magnaga Elementary School, Tagdangua Elementary School and Bongabong Elementary School for the school year 2024-2025. In the selection of respondents, the researcher used the universal sampling which means that all teachers from these four schools will be taken as the respondents of this study.

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Chapter II
METHODS

This chapter presented the research design, research locale, respondents of the study, instruments, validation of instrument, data gathering procedure and statistical treatment, and ethical considerations.

Research Design

This research employed a quantitative descriptive correlational approach to examine the relationship between school heads' leadership practices and administrative support on teachers' performance within educational institutions. This quantitative method enabled the analysis of numerical data to identify patterns and relationships. The descriptive component aimed to meticulously portray the characteristics of both independent and dependent variables, providing a comprehensive understanding of the phenomena under investigation (Li & Xue, 2023).

Research Respondents

The respondents of the study were the 150 teachers who are teaching in Kingking Central Elementary School – SPED Center, Magnaga Elementary School, Tagdangua Elementary School, and Bongabong Elementary School, for school year 2024-2025.

Research Instrument

Data were gathered using an adopted questionnaire. The instrument will be adopted from the Fiel-Miranda, J. L., & Miranda, A. T. (2018) which have four indicators: planning, organizing, controlling, and leading, and Compasivo and Falcunaya (2020) which have 3 indicators: financial support, technical support and emotional support. In an introductory section, the respondents were acquainted with the aim of the study and was asked to participate by filling out the questionnaire. Meanwhile, the teaching performance were based on the results provided by the administrators using the PMES.

Statistical Tool

The responses to the items were analyzed and interpreted using the following appropriate statistical tools:
Average Mean. This was used to describe the relationship between leadership practice of school heads and teachers' performance.

Pearson r. This test was used to determine the extent of the association between leadership practices of school heads indicators and the teachers' performance.

Multiple Linear Regression. This test was used to evaluate the relationship between multiple predictors, including leadership practices and administrative support of school heads, and their combined effect on teachers' performance.

Chapter III
RESULTS

Level of Leadership Practices of School Heads

Included the level of leadership practice of school heads are planning, organizing, controlling and leading.
Planning. The comprehensive evaluation of the planning indicators within the school, with a weighted mean score of 3.38, indicating an overall agreement among respondents regarding the effectiveness of the planning processes. The indicator related to formulating the school's objectives, which involves participation from all sectors, received a mean score of 4, reflecting strong agreement that this practice is effectively implemented. Similarly, the articulation of the school's vision, mission, and goals also scored a mean of 4, suggesting that respondents appreciate the clarity in these statements.

In terms of moderate agreement, the clarification of individual roles contributing to goal attainment scored a mean of 3, indicating that while there is agreement, there is still room for improvement in ensuring that all sectors fully understand their responsibilities. Additionally, the identification of present and future opportunities and the emphasis on internal and external factors in the planning process both received a mean score of 3, suggesting that respondents agree on the importance of these practices but recognize the need for enhanced strategic awareness. The ability to describe how plans will lead to goal realization also scored a mean of 3, indicating a need for clearer communication regarding the implementation of these plans.

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In conclusion, while the planning indicators reveal a generally positive assessment, particularly in formulating objectives and articulating the vision, there remain opportunities to enhance clarity and communication about roles and strategic planning. Addressing these areas could further strengthen the planning processes within the school.

Organizing. The overview of the organizing indicators evaluated by respondents, with a weighted mean score of 3.21, indicating an overall agreement regarding the effectiveness of organizing practices within the school. Each indicator scored a mean of 3, reflecting a consensus that the practices are generally satisfactory.

The first indicator, which focuses on structuring human and material resources to align with the school's vision, mission, and goals, received a mean score of 3. This suggests that respondents agree on the importance of this alignment, although it may not be fully realized. Similarly, the clarity of duties and responsibilities through job descriptions is also recognized, indicating that respondents feel there is an adequate understanding of roles, albeit with room for improvement.

The promotion of unity of command, coordination of activities, encouragement of specialization for specific tasks, and the limitation of the number of employees supervised by department heads all scored a mean of 3 as well. This uniformity in scoring indicates that while respondents agree on these practices, there is a shared understanding that enhancing these aspects could lead to more effective organizational structures.

In conclusion, while the organizing indicators reflect a generally positive assessment, particularly in the alignment of resources and clarity of roles, there remains an opportunity for improvement in fostering a more structured and efficient organizational environment. Addressing these areas could further enhance the overall effectiveness of organizing within the school.

Controlling. The evaluation of controlling indicators within the school, with a weighted mean score of 3.21, indicating an overall agreement among respondents regarding the effectiveness of controlling practices. Each indicator scored a mean of 3, reflecting a consensus that these practices are satisfactory, though there is potential for enhancement.

The first indicator, which measures performance based on established standards, received a mean score of 3, suggesting that respondents agree on the importance of performance measurement but may see opportunities for improvement in its implementation. Similarly, the requirement for departments to prepare reports and budgets reflects an agreement on the necessity of accountability in activities conducted.

Defining performance standards for all functions, implementing corrective actions for deviations, and administering disciplinary actions in a fair manner all scored a mean of 3 as well. This consistent scoring indicates that while respondents acknowledge these practices, they also recognize the need for further refinement to ensure effectiveness and fairness in controlling processes. Involving various school members in reviewing ongoing operations also received a mean score of 3, highlighting the value placed on collaborative evaluation, though it suggests that greater engagement could enhance the review process.

In conclusion, while the controlling indicators reflect a generally positive assessment, particularly in the areas of performance measurement and accountability, there is an opportunity to strengthen these practices further. Enhancing the clarity and execution of controlling mechanisms could lead to improved operational effectiveness within the school.

Leading. The evaluation of the leading indicators within the school, revealing a weighted mean score of 3.38, which indicates an overall agreement among respondents regarding the effectiveness of leadership practices. The indicators reflect a mix of strong agreement and moderate agreement, highlighting key areas of strength and opportunities for improvement.

The first two indicators, which focus on providing employees with necessary resources and maintaining a reward system for exemplary performance, both received a mean score of 4. This strong agreement suggests that respondents feel positively about the support and recognition provided to enhance employee performance, indicating a robust foundation for effective leadership.

In contrast, the remaining indicators, including the use of organizational structure to encourage followership, allowing subordinates to participate in decision-making, empowering employees to make decisions, and soliciting input from all school members, all scored a mean of 3. While this reflects agreement, it also suggests that there is room for growth in fostering a more inclusive and participatory leadership style.

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In conclusion, while the leading indicators show strong support for resource provision and recognition of performance, there are opportunities to enhance engagement and empowerment among staff. Strengthening these aspects of leadership could lead to a more collaborative and effective organizational culture within the school.

Level of Administrative Support of School Heads
Included the level of administrative support of school heads are financial support, technical support and emotional support.

Financial Support. The evaluation of financial support indicators for teachers, with a weighted mean score of 3.24 indicating an overall agreement among respondents regarding the adequacy of financial assistance provided. Each indicator scored a mean of 3, suggesting that respondents view the financial support as satisfactory but recognize the potential for enhancement.

The indicators reflect various aspects of financial support, including coverage for registration, transportation, lodging, and meals for seminars and conferences. This suggests that respondents appreciate the financial backing for professional development activities. Additionally, the provision of salaries for coaches and mentors and stipends for work outside official hours indicates a recognition of the importance of compensating teachers for their extra efforts.

However, while respondents agree on the adequacy of these supports, they also highlight the need for improvement. Indicators related to budgeting for teaching resources, transportation allowances for contests, and incentives for attending professional learning activities all received a mean score of 3, indicating that while the support exists, it may not be sufficient to fully meet the needs of teachers.

In conclusion, while the financial support indicators reveal a generally positive assessment of the resources provided for professional advancement, there are opportunities to strengthen these supports further. Enhancing financial assistance could lead to more robust and effective professional development opportunities for teachers within the school.

Technical Support. The evaluation of the technical support indicators provided within the school, yielding a weighted mean score of 3.24, which indicates an overall agreement among respondents regarding the effectiveness of technical support practices. Each indicator scored a mean of 3, reflecting a consensus that these supports are satisfactory, yet suggesting areas for potential enhancement.

The indicators encompass a range of technical support dimensions, including the academic progress of students, improvements in classroom instructional practices, and the visibility of administrators through regular classroom visits. These elements indicate a commitment to fostering a supportive educational environment, as respondents agree on their importance for both teachers and students.

Furthermore, the provision of clear communication and supportive behavior promotes a participatory atmosphere within the school. The flexibility offered to teachers enrolled in graduate studies, along with constructive feedback following classroom observations, underscores the school's approach to professional development. Opportunities for teachers to deepen their understanding of subjects and utilize technology through training and workshops are also acknowledged, demonstrating a proactive stance towards enhancing instructional quality.

Additionally, the support for practice-oriented professional activities and the strengthening of both academic and non-academic skills through school clubs reflect a commitment to holistic teacher development. The emphasis on professional advancement for beginning teachers, which scored a mean of 3.3, indicates a recognition of the unique needs of novice educators.

In conclusion, while the technical support indicators reveal a generally positive assessment of the resources and opportunities provided, there are opportunities to enhance these supports further. Strengthening technical assistance could lead to more effective instructional practices and overall professional growth for teachers within the school.

Emotional Support. The evaluation of the emotional support indicators available to teachers, revealing a weighted mean score of 3.23, which indicates an overall agreement among respondents regarding the effectiveness of emotional support practices. Each indicator scored a mean of 3, reflecting a consensus that these supports are satisfactory, although there are opportunities for further enhancement.

The indicators highlight various aspects of emotional support, including the recognition of teachers' efforts in their professional advancement and the provision of genuine feedback on personal and professional development. This

suggests that respondents value acknowledgment of their growth and progress, reinforcing a positive environment for continuous improvement.

Additionally, the consistency in addressing teachers' needs through approachability is noted, along with the provision of positive verbal feedback, which helps enhance intrinsic motivation and competency. Recognizing teachers as vital members of the school organization through tributes, particularly for senior teachers, further demonstrates an appreciation for their contributions.

The consistent recognition of excellent performance and the promotion of harmonious relationships among teachers reflect a supportive community. Furthermore, indicators that emphasize building self-confidence and praising both academic and non-academic achievements illustrate a commitment to fostering a positive emotional climate within the school. The indicator assessing recognition through specific and positive comments scored a mean of 3.2, indicating a slightly stronger appreciation for personalized feedback.

In conclusion, while the emotional support indicators indicate a generally positive assessment of the recognition and encouragement provided to teachers, there remains an opportunity to enhance these practices further. Strengthening emotional support could lead to improved morale and professional satisfaction among teachers within the school..

Level of Performance of the Teachers Based on the Performance Management and Evaluation System (PMES) Teachers Performance. The teachers' performance across three key areas: content knowledge and pedagogy, curriculum and planning, and personal growth and professional development. The mean score for content knowledge and pedagogy is 2.547, categorized as "Very Satisfactory," indicating a strong grasp of subject matter and effective teaching methods among teachers. In the area of curriculum and planning, the mean score is slightly lower at 2.493, classified as "Satisfactory," suggesting that while teachers are generally effective in this area, there may be room for improvement in curriculum design and planning processes. Personal growth and professional development received a mean score of 2.533, also deemed "Very Satisfactory," reflecting a commitment to continuous improvement and professional learning among teachers. Overall, the data suggests that while teachers perform well in content knowledge and personal growth, there is an opportunity to enhance their effectiveness in curriculum and planning.

Significant Relationship Between the Leadership Practices of School Heads and the Teachers' Performance. The pearson correlation analysis presents the relationships among four variables: Leadership Practices (Lead Prac), Content Knowledge and Pedagogy (CKP), Curriculum and Planning (CAP), and Personal Growth and Professional Development (PGPD). The correlation between Leadership Practices and Content Knowledge and Pedagogy shows a weak positive relationship ($r = 0.134$) with a p-value of 0.103, indicating that this relationship is not statistically significant. In contrast, Leadership Practices and Curriculum and Planning exhibit a stronger positive correlation ($r = 0.170$) with a significant p-value of 0.038, suggesting that effective leadership practices are positively associated with better curriculum planning. Furthermore, Curriculum and Planning have a very strong positive correlation with Content Knowledge and Pedagogy ($r = 0.675$) and a highly significant p-value of less than 0.001, indicating a robust relationship. Personal Growth and Professional Development also show significant positive correlations with both Curriculum and Planning ($r = 0.434$) and Content Knowledge and Pedagogy ($r = 0.529$), both with p-values less than 0.001, highlighting that personal growth is closely linked to effective teaching practices and curriculum development. Overall, the results suggest that while Leadership Practices have some influence, Curriculum and Planning play a critical role in enhancing both content knowledge and personal growth among teachers.

Significant Relationship Between the Administrative Support of School Heads and the Teachers' Performance. The Pearson correlation analysis exploring the relationship between the administrative support provided by school heads (Adm Sup) and teachers' performance (Perform). The correlation coefficient for performance is 0.176, indicating a weak positive correlation with administrative support. This suggests that as administrative support increases, there is a slight improvement in teachers' performance.

The p-value associated with this correlation is 0.031, which is below the conventional significance threshold of 0.05. This indicates that the correlation is statistically significant, meaning there is a meaningful relationship between the level of administrative support and the performance of teachers. In conclusion, the findings suggest that enhancing administrative support may positively influence teachers' performance outcomes within the school.

Indicators Under the Leadership Practices Affects the Teachers' Performance. The correlation between various indicators of leadership practices and their impact on teachers' performance. The results show a very strong positive

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correlation between Leadership and Planning (r = 0.963) with a highly significant p-value of less than 0.001, indicating that effective leadership significantly enhances planning capabilities. Similarly, the correlation between Leadership and Organizing is also very strong (r = 0.964), with a significant p-value, highlighting the importance of organizational skills in leadership. The correlation between Planning and Organizing is close (r = 0.946), suggesting that effective planning is closely linked to organizational effectiveness. In terms of teachers' performance (TP), there are moderate correlations with Leadership (r = 0.183), Planning (r = 0.142), and Organizing (r = 0.145), although the latter two are not statistically significant. Control shows an extremely strong correlation with Leadership (r = 0.990) and significant values with Planning (r = 0.976) and Organizing (r = 0.987), underscoring the critical role of control in effective leadership. Lastly, Finance demonstrates a similarly strong correlation with Leadership (r = 0.973) and substantial relationships with other indicators, all with significant p-values. Overall, the data suggests that strong leadership practices, particularly in planning, organizing, and controlling, significantly influence teachers' performance.

Administrative Support Indicators Affects the Teachers' Performance. The relationship between various indicators of administrative support and teachers' performance (TP). The correlation between Technical Support and TP shows a weak positive relationship (r = 0.139) with a p-value of 0.089, indicating that while there is some association, it is not statistically significant. In contrast, Emotional Support demonstrates a slightly stronger positive correlation with TP (r = 0.145) and a p-value of 0.077, suggesting a potential impact on teachers' performance, though it also falls short of significance. The strongest correlations are observed between Finance and both Technical (r = 0.985) and Emotional Support (r = 0.980), both with highly significant p-values of less than 0.001. This indicates that effective financial support is closely linked to both technical and emotional support provided by administration. Overall, the findings suggest that while emotional and technical supports have some influence on teachers' performance, financial support plays a critical role in enhancing both types of administrative support, potentially leading to improved outcomes for teachers.

Chapter IV
DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results and the conclusion of the study.

DISCUSSIONS

Level of Leadership Practices of School Heads. Leadership practices significantly influence the effectiveness of school management, encompassing planning, organizing, controlling, and leading. Effective planning, as indicated by high mean scores in formulating objectives and articulating the school's vision, fosters a collaborative environment where all stakeholders contribute to defining the school's direction (Chusniyah et al., 2023). Clarity in individual roles and the identification of opportunities further enhance goal attainment, although areas such as emphasizing internal and external factors reveal opportunities for improvement (Ball et al., 2024).

Organizing practices also play a crucial role in aligning resources with the school's mission. The positive assessment of structuring human and material resources reflects the importance of clear job descriptions and coordination of activities, contributing to an efficient operational framework (Chusniyah et al., 2023). However, while the organizing practices scored consistently, there remains potential for refinement to enhance clarity and efficiency within the school structure (Dones et al., 2023).

Controlling processes contribute to accountability and transparency in school operations. The effective measurement of performance and the requirement for departmental reporting underscore a commitment to maintaining high standards (Yasin & Mokhtar, 2022). The fair administration of disciplinary actions and the involvement of staff in operational reviews further promote a culture of collaboration and continuous improvement. While these practices are viewed positively, enhancing engagement and accountability could strengthen their overall impact (Chau, 2024).

Finally, leading practices are crucial for creating a supportive school environment. Strong assessments of resource provision and reward systems for exemplary performance highlight the significance of recognizing and empowering employees (Sun, 2024). Encouraging participation in decision-making processes fosters a sense of ownership among staff, while empowering employees within set limits promotes effective followership and collaboration. Although these practices are rated positively, further engagement in decision-making could enhance inclusivity and foster a more dynamic leadership culture (Desta & Mulie, 2024).

Level of Administrative Support of School Heads. The assessment of financial support reveals a positive outlook, with all indicators indicating agreement among respondents. This support includes covering essential expenses for

teachers attending seminars and workshops, which is crucial for their development (Saud & Mahara, 2024). The school's commitment to providing salaries for coaches and reimbursement for professional activities demonstrates a comprehensive approach to educational excellence. Additionally, budgets for teaching resources and financial assistance for student contests reflect a strong commitment to both teachers and students (Peng et al., 2023). While the foundation in financial support is solid, there is room for improvement in enhancing opportunities for professional growth.

Technical support for teachers is also positively assessed, indicating that the school effectively facilitates improvements in instructional practices and supports student progress (Reños & Pontillas, 2024). Regular classroom visits and clear communication from administrators foster a participatory atmosphere essential for development. The provision of flexible working hours and constructive feedback further highlights the school's commitment to enhancing teachers' professional qualities (Juma, 2024). Opportunities for teachers to deepen their subject understanding and utilize technology through training reflect an engagement-focused approach. Overall, while the technical support is robust, there are opportunities for ongoing enhancement.

Emotional support for teachers is positively assessed, emphasizing recognition of their efforts and genuine feedback on professional development, which fosters motivation and commitment (Cao et al., 2024). The approachability of school administrators is key in addressing teachers' needs, creating a supportive environment that promotes belonging. Positive feedback and recognition of achievements enhance teachers' intrinsic motivation and self-confidence (Nurjaman, 2023). While the emotional support foundation is solid, further enhancement could foster a more collaborative environment among staff.

Level of Performance of the Teachers Based on the Performance Management and Evaluation System (PMES). The assessment of teachers' performance reveals strengths in content knowledge and pedagogy, alongside opportunities for growth in curriculum and planning (Brookhart, 2024). Teachers demonstrated a strong grasp of their subject matter and effective teaching methods, achieving a "Very Satisfactory" rating in content knowledge and pedagogy (Razak et al., 2023). This proficiency is crucial for creating engaging and effective learning experiences for students (Ronquillo, 2024).

However, the "Satisfactory" rating in curriculum and planning suggests an area where targeted professional development could yield significant improvements (Chul-Min et al., 2023). Enhancing teachers' skills in curriculum design, lesson planning, and assessment strategies could lead to more coherent and impactful instruction (Angtud & Sasan, 2023). This may involve providing opportunities for teachers to collaborate, share best practices, and receive feedback on their curriculum development efforts (Tep, 2024).

The "Very Satisfactory" rating in personal growth and professional development reflects teachers' commitment to continuous learning and improvement (Dayagbil & Alda, 2024). By staying current with research-based instructional strategies and best practices, teachers can enhance their effectiveness and better meet the diverse needs of their students (Yan, 2023). Encouraging and supporting ongoing professional development is essential for fostering a culture of excellence and ensuring that teachers are equipped to provide high-quality instruction (Ramos-Rodríguez et al., 2021).

Significant Relationship Between the Leadership Practices of School Heads and the Teachers' Performance. The data suggests a nuanced relationship between leadership practices and teacher performance, highlighting the importance of curriculum and planning (Li et al., 2023). While a weak, statistically insignificant correlation was observed between leadership practices and content knowledge and pedagogy, a stronger, significant correlation emerged between leadership practices and curriculum and planning (Berhanu, 2025). This indicates that effective leadership is positively associated with improved curriculum planning, suggesting that leaders who prioritize and support curriculum development can enhance teachers' abilities in this critical area (Kilag & Sasan, 2023).

Furthermore, the strong positive correlation between curriculum and planning and both content knowledge and pedagogy, and personal growth and professional development, underscores the central role of curriculum in teacher effectiveness (Alfaro, 2022). When teachers are well-versed in curriculum and planning, their content knowledge, teaching methods, and commitment to professional growth are also enhanced (Parveen et al., 2021). This suggests that leadership should focus on empowering teachers in curriculum design and implementation to foster a holistic improvement in their performance (AbdulRab, 2023).

Significant Relationship Between the Administrative Support of School Heads and the Teachers' Performance. The data suggests a meaningful relationship between administrative support and teacher performance, emphasizing

the role of supportive leadership in educational settings. While the correlation is weak, it is statistically significant, indicating that increased administrative support is associated with slight improvements in teachers' performance. This finding aligns with existing literature, which highlights that effective administrative practices can lead to higher teacher satisfaction and motivation (Li et al., 2025). Furthermore, the presence of supportive behaviors, such as mentorship and resource provision, plays a crucial role in creating a conducive work environment for teachers (Wang et al., 2023). This suggests that school heads who prioritize and enhance their support for teachers can positively impact their performance outcomes. Ultimately, fostering a culture of support may help teachers feel valued and better equipped to meet the demands of their roles, further contributing to overall school effectiveness (Zhou et al., 2023).

Indicators Under the Leadership Practices Affects the Teachers' Performance. The data underscores the intricate interconnectedness of various leadership practices and their significant influence on teachers' performance. The strong correlations among leadership, planning, organizing, control, and finance indicate that these elements are not only closely intertwined but also mutually reinforcing (Tian, 2024). Effective leadership enhances planning and organizational capabilities, which are critical for maintaining control and effectively managing finances within educational institutions (Huber & Pruitt, 2024).

While the correlations between specific leadership practices and teachers' performance are moderate, the significant relationship between overall leadership and teachers' performance highlights the positive impact that effective leadership can have on teacher outcomes (Chen & Rong, 2023). This suggests that strong leadership not only facilitates better planning and organization but also creates an environment where teachers feel supported and empowered to excel in their roles.

Moreover, the robust relationships among planning, organizing, and control further emphasize the importance of these practices in fostering a supportive environment for teachers (Nwoko et al., 2023). Leaders who excel in these areas are more likely to cultivate a culture that promotes teacher success. This holistic approach to leadership reinforces the notion that when leaders prioritize effective planning and organization, they can create conditions that not only enhance teachers' performance but also contribute to overall school effectiveness (Brown, 2023). Therefore, investing in leadership development that focuses on these interconnected practices can yield significant benefits for educational institutions and their educators.

Administrative Support Indicators Affects the Teachers' Performance. The data reveals a nuanced relationship between various indicators of administrative support and teachers' performance (TP). The correlation between Technical Support and TP shows a weak positive relationship, suggesting that while there is some association, it lacks statistical significance. In contrast, Emotional Support exhibits a slightly stronger positive correlation with TP, indicating a potential influence on teachers' performance, although it too does not reach significance.

Interestingly, the most robust correlations are observed between Financial Support and both Technical and Emotional Support. This finding underscores the importance of effective financial resources in facilitating both types of administrative support provided by school administration. Overall, the results suggest that while emotional and technical supports may have some bearing on teachers' performance, it is financial support that plays a critical role in bolstering these forms of administrative assistance. By ensuring adequate financial resources, school leaders can enhance the impact of both emotional and technical support, ultimately leading to improved outcomes for teachers (Wang, 2024). This highlights the need for educational institutions to prioritize financial investment in support systems to foster a more conducive environment for teacher success and professional growth.

Conclusion

This study sheds light on the important role of school heads in shaping teachers' performance. It shows that effective leaders excel in planning and guiding their teams, actively involving them in setting goals and articulating the school's vision. While their efforts are commendable, there's still room to improve clarity in roles and increase teacher participation in decision-making.

The study also highlights positive outcomes in organizing and controlling practices, suggesting a structured environment that helps teachers thrive. However, there are opportunities to refine these processes further.

Administrative support, especially financial backing, is crucial for providing both technical and emotional assistance to teachers. The strong link between financial resources and support underscores the need for comprehensive administrative involvement in creating a positive teaching atmosphere.

Lastly, the findings reveal a clear connection between leadership practices and teachers' success, particularly in curriculum planning and personal development. Strengthening leadership and support can significantly enhance the experiences and outcomes for both teachers and students.

Recommendation

Based on the findings of this study, several recommendations can be made to enhance leadership practices and support for teachers.

School heads should actively involve teachers in decision-making processes to foster a sense of ownership and collaboration. Regular feedback sessions and workshops can help in this regard.

Clearly defined roles for all staff members can improve accountability and efficiency. Developing comprehensive job descriptions and organizational charts may aid in this effort.

Administrators should prioritize financial resources for professional development, ensuring that teachers have access to training, materials, and opportunities that enhance their skills.

Creating a supportive environment where teachers feel recognized and valued is essential. Regular recognition programs and open lines of communication can help build a positive school culture.

School leaders should prioritize curriculum development initiatives that involve teachers, ensuring that planning processes align with best practices and meet the needs of students.

Implement regular assessments of leadership practices to identify areas for improvement. This can include surveys, feedback from teachers, and peer evaluations.

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