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LEADERSHIP MATTERS: AN IN-DEPTH ANALYSIS OF SCHOOL HEADS PROFESSIONAL PROFILE, LEADERSHIP STYLES & MANAGEMENT FUNCTIONS IN SHAPING TEACHERS & SCHOOL PERFORMANCE

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ABSTRACT

To create a more favorable atmosphere for student achievement, teacher motivation, and overall school success, school leaders play a crucial role. It was impossible to exaggerate the importance of school heads' leadership since they have a major say in how educational institutions were envisioned and run.

Hence, this correlational research aimed to gain an in-depth analysis of school heads professional profile, leadership styles & management functions in shaping teachers & school performance. The objectives of the study were focused on the professional profile of the school heads and teachers, the leadership styles of elementary school head, the extent of management function executions, the teachers' proficiency and core behavioral competencies, and the school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR). Tools designed by the researcher were created to collect the data required for this investigation. The collected data were analyzed and interpreted using the mean, standard deviation, and Pearson-r Correlation.

Results revealed a considerable proportion of school heads and teachers possess master's degrees, while attainment of doctorate degrees was relatively low. Most educators have served for 6 to 10 years, with a significant portion remaining in their current school for over a decade, suggesting stability and potential contributions to institutional continuity. Moreover, the school heads predominantly exhibit participative and transformational leadership styles, as perceived by teachers, with transactional leadership also present but to a slightly lesser extent. They also demonstrate a high level of effectiveness in executing management functions, particularly in planning, organizing, staffing, directing, coordinating, reporting, and budgeting, as perceived by teachers, with a strong emphasis on aligning plans with long-term goals, maintaining structured learning environments, and efficiently allocating resources. On the other hand, the teachers exhibit consistently high levels of proficiency and core behavioral competencies across various domains, as evaluated by school heads using the Individual Performance Commitment and Review (IPCR), with strong application of subject matter expertise, effective facilitation of learning, proficient planning and curriculum implementation, high professionalism and ethics, result-oriented focus, and innovative thinking. Additionally, results from the perceived school performance by the school heads as based on the Office Performance Commitment and Review (OPCR) indicate high school performance levels across various domains, including instructional leadership, safe learning environment provision, effective human resource management and development, and robust parent and community engagement.

Consequently, the study reveals that while the professional profile of school heads shows no significant relationship with teacher and school performance metrics, years in service exhibit a weak correlation with certain aspects. Conversely, the leadership styles and management functions of school heads demonstrate significant relationships with teacher and school performance, ranging from very weak to strong, with all p-values confirming statistical significance. Subsequently, the null hypothesis was accepted for the professional profile but rejected for leadership styles and management functions, indicating significant relationships with performance metrics.

Based on the findings, the recommendations emphasize the importance of ongoing professional development programs for school heads, focusing on enhancing leadership skills and pedagogical knowledge. Division supervisors and top management personnel were encouraged to provide training and guidance on effective leadership approaches, such as transformational and participative leadership, which have shown positive associations with performance indicators. Additionally, school division superintendents should prioritize the development of managerial competencies among school leaders to optimize school operations and enhance overall performance.

KEYWORDS: *School Heads; Leadership Styles; Management Functions*

1. INTRODUCTION

In the dynamic landscape of education, the role of school heads was essential for improving an environment conducive to academic excellence, teacher motivation, and overall school success. The significance of school heads' leadership cannot be overstated, as they play an important role in shaping the vision and effectiveness of educational institutions. This research endeavors to look deeper into the professional profiles of school heads, the multifaceted importance of their leadership by expounding the impact of their leadership styles, the criticality of their management functions, and the intricate relationship

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between their leadership and teacher as well as school performance.

The career trajectory of school heads encompasses a rich mosaic of experiences which were aspects that may impact their performance as school leaders (Peregrino et al., 2021). By examining the paths traversed by school heads, including their educational background, progression and years of service in the administrative roles, and their length of stay in one station, this study aims to discern patterns and correlations that shed light on the influence of career history on teacher and school performance.

Also, the leadership style adopted by school head holds immense influence on the performance of a school (Neufeld, 2014). Different leadership styles, ranging from transformational to transactional, democratic to authoritative, the contemporary styles, among others can shape the culture and climate within the educational institution. Understanding the nuanced impact of these styles on teacher morale, student engagement, and overall school climate was essential for comprehending how effective leadership contributes to the success of an educational institution.

Beyond leadership styles, the daily management functions executed by school heads were integral components of their role (Cruz et al., 2016). From strategic planning and budgeting to staffing and curriculum development, the management functions of school leaders directly impact the operational efficiency and effectiveness of the school. This research will explore how adept management by school heads can optimize organizational processes and create an environment conducive to both teaching and learning.

The quality of leadership demonstrated by school heads has a direct correlation with teacher performance (Aquino, Afalla, & Fabelico, 2021). School heads who provide visionary guidance and create a supportive work environment can inspire and motivate educators. Conversely, ineffective leadership can lead to demotivated staff, high turnover, and a decline in overall teaching quality. Hence, this research titled Leadership Matters: An In-Depth Analysis of School Heads Professional Profile, Leadership Styles & Management Functions in Shaping Teachers & School Performance examined the various dimensions of this relationship which aims to uncover the specific leadership attributes and practices that contribute most significantly to overall school success.

1.1 Statement of the Problem

Specifically, the study aims to answer the following questions:

1. What was the professional profile of the school heads and teachers in the province of Laguna in terms of:
   - 1.1 highest educational attainment,
   - 1.2 years in service, and
   - 1.3 length of stay in one school?
2. What was the level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of:
   - 2.1 authoritative,
   - 2.2 transformational,
   - 2.3 participative,
   - 2.4 transactional, and
   - 2.5 delegative?
3. To what extent do the management functions were executed by the school heads in the province of Laguna as perceived by the teachers:
   - 3.1 planning,
   - 3.2 organizing,
   - 3.3 staffing,
   - 3.4 directing,
   - 3.5 coordinating,
   - 3.6 reporting, and
   - 3.7 budgeting?
4. What was the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to:
   - 4.1. content knowledge and pedagogy;
   - 4.2. learning and learners;
   - 4.3. curriculum and planning;
   - 4.4. assessment and reporting;
   - 4.5. extracurricular activities;
   - 4.6. self-management;
   - 4.7. teamwork;
   - 4.8. professionalism and ethics;
   - 4.9. service orientation;
   - 4.10. result focus; and
   - 4.11. innovation?
5. What was the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) as to:
   - 5.1. instructional leadership;
   - 5.2. learning environment;
   - 5.3. human resource management and development;
   - 5.4. parent's involvement and community partnership;
   - 5.5. school leadership, management, and operations; and
   - 5.6. plus factor?
6. Do the professional profile of the school heads have a significant relationship to the teachers and school performance?
7. Do the leadership styles of the school heads have a significant relationship to the teachers and school performance?
8. Do the management functions of the school heads have a significant relationship to the teachers and school performance?

2. METHODOLOGY

This correlational research focused on an in-depth analysis of the connections between school heads professional profile, leadership styles & management functions in shaping teachers & school performance. Enideg Birhanie (2020) discussed that research design can be considered as the structure of research it was the "glue" that holds all the elements in a research project together, in short it was a plan of the proposed research work. Research design was defined by different social scientists in different terms; some of the definitions were as: according to Jahoda, Deutch & Cook "A research design was the arrangement of conditions for the collection and analysis of

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data in a manner that aims to combine relevance to the research purpose with economy and procedure". Research design was the plan, structure and strategy and investigation concaved to obtain ensured to search question and control variance". Henry Manheim says that research design not only anticipates and specifies the seemingly countless decisions connected with carrying out data collection, processing and analysis but it presents a logical basis for these decisions. Zikmund defined as "a master plan specifying the methods and procedure for collecting and analyzing the needed information". The definitions stress systematic methodology in collecting right information for interpretations with economy and procedure. In-fact the research design was the conceptual within which research was conducted: (1) The blueprint for the collection. (2) Measurement and (3) Analysis of data.

3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further explore the nuanced relationships between these variables, examining how specific leadership styles and management functions contribute to positive outcomes in teachers' performance and overall school effectiveness.

Professional Profile of the School Heads and Teachers in the Province of Laguna

This section focuses on the results from the data gathered on the professional profile of the school heads and teachers in the province of Laguna, specifically in terms of highest educational attainment, years in service, and length of stay in one school.

Table 1 presents the professional profile of the school heads and teachers in the province of Laguna in terms of highest educational attainment.

Out of total number of five hundred and eighty-five respondents *"with units in Masters*" received the highest frequency of two hundred and sixty-four (264) or 45.10% of the total population. While the educational attainment *"Doctorate Degree*" received the lowest frequency of eighteen (18) or 3.10% of the total population. It shows that the professional profile of the school heads and teachers in the province of Laguna in terms of highest educational attainment during the time of the study were majority with units and Masteral Degree.

Table 1. Professional profile of the school heads and teachers in the province of Laguna in terms of highest educational attainment

	Frequency	Percent
BACHELOR	120	20.5
MASTER WITH UNIT	264	45.1
MASTER GRAD	152	26.0
DOCTORATE W/ UNIT	31	5.3
DOCTORATE DEGREE	18	3.1
Total	**585**	**100.0**

Based on the results, it was apparent that a distinct range of educational qualifications exists among school heads and teachers in the province of Laguna, with master's degrees and units comprising the majority. This variation in educational attainment points out the importance of considering individual qualifications and experiences when assessing leadership and instructional practices within schools. This implies that there was a need for strategic approaches to leadership development and support that recognize and leverage the diverse skill sets and expertise among educators.

Table 2 presents the professional profile of the school heads and teachers in the province of Laguna in terms of years in service.

Out of total number of five hundred and eighty-five respondents *"6 to 10 years*" received the highest frequency of two hundred and eleven (211) or 36.10% of the total population. While the years in service *"1 to 5 years*" received the lowest frequency of eighty (80) or 13.70% of the total population. It shows that the professional profile of the school heads and teachers in the province of Laguna in terms of years in service during the time of the study were majority with 10 years and below.

Table 2. Professional profile of the school heads and teachers in the province of Laguna in terms of years in service

	Frequency	Percent
1-5YRS	80	13.7
6-10YRS	211	36.1
11-15YRS	127	21.7
16 OR MORE	167	28.5
Total	**585**	**100.0**

Based on the data presented in Table 2, it was evident that a substantial proportion of school heads and teachers in the province of Laguna have accumulated between 6 to 15 years of service, with the highest frequency observed in the 6 to 10-year range. This distribution suggests a relatively balanced representation of experience levels among educators, encompassing both early-career and more seasoned professionals. This implies that leadership development initiatives and support programs should be tailored to address the specific needs and challenges faced by educators at different

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stages of their careers, fostering continuous growth and professional advancement. Additionally, efforts to promote collaboration and knowledge sharing may benefit from initiatives that capitalize on the wealth of expertise and institutional knowledge possessed by educators with 10 or more years of service, while also providing mentorship opportunities for early-career professionals.

Table 3 presents the professional profile of the school heads and teachers in the province of Laguna in terms of length of stay in one school.

Out of total number of five hundred and eighty-five respondents *"More than 10 years*" received the highest frequency of two hundred and two (202) or 34.50% of the total population. While the length of stay *"less than 1 year*" received the lowest frequency of thirty (30) or 5.10% of the total population. It shows that the professional profile of the school heads and teachers in the province of Laguna in terms of length of stay in one school during the time of the study were majority with 6 years and above.

Table 3. Professional profile of the school heads and teachers in the province of Laguna in terms of length of stay in one school

	Frequency	Percent
LESS THAN 1YR	30	5.1
1-5YRS	167	28.5
6-10YRS	186	31.8
MORE THAN 10	202	34.5
Total	**585**	**100.0**

Based on the data presented in Table 3, it was evident that a significant proportion of school heads and teachers in the province of Laguna have remained in their current school for 6 years or more, with the highest frequency observed in the "More than 10 years" category. This distribution suggests a pattern of relatively stable tenure among educators, with a notable representation of long-term commitments to individual schools. This implies that measures for school leadership and management should consider the advantages of long-term staff stability, such as improved institutional knowledge, vision continuity, and community engagement. Additionally, programs that honor and compensate teachers for their dedication and longevity in serving their specific school communities may be beneficial to efforts to foster professional development and career advancement.

Level of Leadership Styles of Elementary School Heads in the Province of Laguna as Perceived by the Teachers

This section focuses on the results based on the data gathered on the level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers, specifically in terms of authoritative, transformational, participative, transactional, and delegative leadership styles.

Table 4 illustrates the level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of authoritative.

The school head consistently provides clear and direct guidance on academic and administrative matters yielded the highest mean score *(M=4.44, SD=0.70)* and was remarked as Always. *And they assign tasks without considering teachers' preferences* received the lowest mean score of responses with *(M=3.23, SD=1.35)* yet was remarked Sometimes. The level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of authoritative attained a weighted mean score of 3.92 and a standard deviation of 0.65 and was High among the respondents.

Table 4. Level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of authoritative

STATEMENTS	***MEAN***	***SD***	***REMARKS***
The school head consistently provides clear and direct guidance on academic and administrative matters	4.44	0.70	Always
The school head makes decisions without seeking input or feedback from teachers and staff	3.38	1.31	Sometimes
The school head demonstrates a firm and consistent approach in enforcing rules and policies	4.31	0.74	Always
The school head assigns tasks without considering teachers' preferences	3.23	1.35	Sometimes
The school head establishes performance standards and expectations for teachers to meet	4.29	0.77	Always
Weighted Mean		*3.92*	
SD		*0.65*	
Verbal Interpretation		*High*	

Based on the results, teachers in the province of Laguna believe that the principals of elementary schools exhibit a leadership style that was primarily authoritative and was marked by constant direction for both academic and administrative issues. There was room for improvement in promoting collaborative and participatory decision-making, nevertheless, as there were

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sporadic signs of task assignment without teacher input and decision-making without teacher input. Notwithstanding these differences, school heads' overall leadership styles were evaluated as high, suggesting that teachers usually have a favorable opinion of their ability to lead. This highlights the significance of cultivating a leadership culture that strikes a balance between chances for teacher collaboration and input and authoritative direction, so advancing a more inclusive and empowering decision-making process in schools. In order to promote a more cooperative and collegial school climate, initiatives to offer professional development and support for school administrators may also concentrate on improving abilities linked to requesting and incorporating teacher input.

Table 5 exemplifies the level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of transformational.

The school head fosters a shared vision and a sense of purpose among the teaching staff produced the highest mean score *(M=4.46, SD=0.68)* and was said as Always. *And they inspire and motivates teachers to excel in their professional and teaching roles*" conventional the lowest mean score of responses with *(M=4.37, SD=0.73)* yet was remarked Always. The level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of transformational reached a weighted mean score of 4.42 and a standard deviation of 0.63 and was Very High among the respondents.

Table 5. Level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of transformational

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head inspires and motivates teachers to excel in their professional and teaching roles	4.43	0.69	Always
The school head encourages innovative ideas and a positive attitude among teachers and staff	4.45	0.68	Always
The school head fosters a shared vision and a sense of purpose among the teaching staff	4.46	0.68	Always
The school head was a representation of achievement and triumph	4.38	0.71	Always
The school head inspires and motivates teachers to excel in their professional and teaching roles	4.37	0.73	Always
Weighted Mean	*4.42*		
SD	*0.63*		
Verbal Interpretation	*Very Great Extent*		

Table 5 shows how elementary school heads in the province of Laguna were perceived to have primarily transformational leadership styles, consistently emphasizing the development of a shared vision and purpose as well as inspiring and motivating teachers. The high average ratings for each statement show a strong correlation between transformational concepts and leadership practices, pointing to a supportive atmosphere in schools for professional development and creativity. These findings prove the capacity of transformational leadership to develop an empowered and positive school culture that promotes teaching quality and a shared dedication to academic success.

Table 6 demonstrates the level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of participative.

The school head promotes friendly relationships among staff members bore the highest mean score *(M=4.47, SD=0.72)* and was commented as Always. *And they seek input from teachers before implementing changes that affect the school* established the lowest mean score of responses with *(M=4.37, SD=0.73)* yet was remarked Always. The level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of participative achieved a weighted mean score of 4.43 and a standard deviation of 0.65 and was Very High among the respondents.

Table 6. Level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of participative

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head involves teachers in decision-making processes related to school policies and plans	4.44	0.72	Always
The school head seeks input from teachers before implementing changes that affect the school	4.37	0.73	Always
The school head encourages open communication and feedback from teachers	4.41	0.73	Always
The school head discusses plans for school activities with teachers before putting them into action	4.46	0.72	Always
The school head promotes friendly relationships among staff members	4.47	0.72	Always

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Weighted Mean	*4.43*
SD	*0.65*
Verbal Interpretation	*Very Great Extent*

Table 6 illustrates the perception of elementary school heads' leadership styles in the province of Laguna as predominantly participative, with consistent emphasis on involving teachers in decision-making processes and promoting open communication. The high average ratings for each statement show a strong dedication to encouraging inclusive decision-making and cooperative partnerships in schools. These findings demonstrate how participative leadership may nurture a climate of trust, cooperation, and shared accountability, all of which will eventually help to create a supportive and harmonious learning environment in schools.

Table 7 shows the level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of transactional.

The school head rely on established procedures and systems to manage the school borne the highest mean score *(M=4.33, SD=0.70)* and was stated as Always. *And they strongly believe in the adage "if it ain't broke, don't fix it* customary the lowest mean score of responses with *(M=3.91, SD=0.98)* yet was remarked Often. The level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of transactional accomplished a weighted mean score of 4.24 and a standard deviation of 0.64 and was Very High among the respondents.

Table 7. Level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of transactional

STATEMENTS	***MEAN***	***SD***	***REMARKS***
The school head use rewards and recognition to motivate teachers to achieve performance goals	4.31	0.77	Always
The school head rely on established procedures and systems to manage the school	4.33	0.70	Always
The school head monitor and assess teacher performance against set expectations and standards	4.31	0.84	Always
The school head strongly believes in the adage "if it ain't broke, don't fix it"	3.91	0.98	Often
The school head directs attention towards failures to meet quality or standards	4.16	0.83	Often
Weighted Mean	*4.24*		
SD	*0.64*		
Verbal Interpretation	*Very Great Extent*		

Results from Table 7 illustrate the perception of elementary school heads' leadership styles in the province of Laguna as predominantly transactional, with consistent reliance on established procedures and performance monitoring mechanisms. While the majority of responses indicate a strong adherence to established systems and performance standards, there was also notable acknowledgment of the occasional directive approach towards addressing failures. All things considered, these findings demonstrate how common transactional leadership techniques were in preserving organizational stability and performance responsibility in educational institutions. In connection with this,

Table 8 proves the level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of delegative leadership styles.

The school head trusts teachers to take the lead in certain school initiatives generated the highest mean score *(M=4.48, SD=0.66)* and was observed as Always. *And they offer minimal direction to teachers in the classroom* acknowledged the lowest mean score of responses with *(M=4.09, SD=0.92)* yet was remarked Often. The level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of delegative leadership styles conquered a weighted mean score of 4.31 and a standard deviation of 0.62 and was Very High among the respondents.

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Table 8. Level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers in terms of delegative leadership styles

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head delegates responsibilities and decision-making authority to teachers and staff	4.36	0.76	Always
The school head trusts teachers to take the lead in certain school initiatives	4.48	0.66	Always
The school head empowers teachers by allowing them autonomy in their administrative roles	4.37	0.72	Always
The school head offers minimal direction to teachers in the classroom	4.09	0.92	Often
The school head shows minimal concern in daily activities and proceedings	4.23	1.08	Always
Weighted Mean	*4.31*		
SD	*0.62*		
Verbal Interpretation	*Very Great Extent*		

Table 8 illustrates the perception of elementary school heads' leadership styles in the province of Laguna as predominantly delegative, with consistent empowerment of teachers and staff through delegated responsibilities and decision-making authority. While there was a strong indication of trust in teachers to lead certain initiatives, there was also recognition of occasional minimal direction provided to teachers in the classroom. These results feature the significance of creating a collaborative and empowered learning environment by finding a balance between instruction and autonomy. They also emphasize how delegative leadership may foster a sense of accountability and ownership among teachers, which will ultimately improve the school's overall performance and efficacy.

Table 9 verifies the composite table of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers.

From the indicators, "*Participative*" yielded the highest weighted mean score *(M=4.43, SD=0.65)* and was interpreted *to a very high*. This was followed by "*Transformational*" with a weighted mean score *(M=4.42, SD=0.63)* and was also interpreted *to a very high*. On the other hand, the indicator "*Authoritative*" received the lowest weighted mean score of responses with *(M=3.93, SD=0.65)* yet was also interpreted *to a high*. The level of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers attained an overall mean score of 4.27 and a standard deviation of 0.64 and was interpreted *to a very high* among the respondents.

Table 9. Composite table of leadership styles of elementary school heads in the province of Laguna as perceived by the teachers

INDICATORS	*WM*	*SD*	*V.I.*
authoritative	3.93	0.65	High
transformational	4.42	0.63	Very High
participative	4.43	0.65	Very High
transactional	4.24	0.64	High
delegative leadership styles	4.31	0.62	Very High
Overall Mean	*4.27*		
SD	*0.64*		
Verbal Interpretation	*Very High*		

Based on the results, it shows a predominance of very high levels of participative, transformational, and delegative leadership styles, indicating a collaborative and empowering leadership approach within schools. Despite a slightly lower score, the authoritative leadership style was still interpreted as high, suggesting a balanced blend of directive and inclusive leadership practices. All things considered, these findings demonstrate how well-suited varied leadership philosophies were to creating a supportive and exciting learning environment that promotes teacher development and student achievement.

Extent of the Execution of Management Functions by the School Heads in the Province of Laguna as Perceived by the Teachers

This section focuses on the extent of the execution of management functions by the school heads in the province of laguna as perceived by the teachers, specifically, in terms of planning, organizing, staffing, directing, coordinating, reporting, and budgeting functions.

Table 10 explains the extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of planning.

The school head plans were effectively aligned with the long-term goals and vision of the school returned the highest mean score *(M=4.47, SD=0.65)* and was pronounced as Strongly Agree. *And they establish clear timelines and milestones for the implementation of planned activities and initiatives* usual the lowest mean score of responses with *(M=4.39, SD=0.73)* yet

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was remarked Strongly Agree. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of planning got a weighted mean score of 4.43 and a standard deviation of 0.61 and was Very Great Extent among the respondents.

Table 10. Extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of planning

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head effectively plans and organizes professional development activities for teachers to enhance their teaching skills	4.46	0.65	Strongly Agree
The school head involves teachers in the planning process of academic programs and activities within the school	4.42	0.67	Strongly Agree
The school head plans were effectively aligned with the long-term goals and vision of the school	4.47	0.65	Strongly Agree
The school head establishes clear timelines and milestones for the implementation of planned activities and initiatives	4.39	0.73	Strongly Agree
The school head discusses the prepared plan among the teachers and other stakeholders	4.42	0.69	Strongly Agree
Weighted Mean	*4.43*		
SD	*0.61*		
Verbal Interpretation	*Very Great Extent*		

Table 10 reveals high level of agreement among teachers regarding the effectiveness of school heads in planning and organizing various aspects of school activities. This implies that school heads demonstrate a strong commitment to strategic planning aligned with the long-term goals and vision of the school, fostering a cohesive and purposeful educational environment. Additionally, the consistent involvement of teachers in the planning process signifies a collaborative approach to decision-making, enhancing teacher buy-in and ownership of school initiatives.

Table 11 illustrates the extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of organizing.

The school head ensures a structured and organized learning environment that supports effective teaching and learning yielded the highest mean score *(M=4.44, SD=0.65)* and was remarked as Strongly Agree. *And they establish efficient systems for managing administrative tasks and paperwork to minimize disruptions to teaching and learning*" received the lowest mean score of responses with *(M=4.39, SD=0.70)* yet was remarked Strongly Agree. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of organizing attained a weighted mean score of 4.42 and a standard deviation of 0.63 and was Very Great Extent among the respondents.

Table 11. Extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of organizing

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head ensures a structured and organized learning environment that supports effective teaching and learning	4.44	0.65	Strongly Agree
The school head efficiently allocates resources, including classrooms and teaching materials, to support teacher effectiveness	4.40	0.69	Strongly Agree
The school head organizes collaborative opportunities for teachers to share ideas and best practices	4.43	0.68	Strongly Agree
The school head establishes efficient systems for managing administrative tasks and paperwork to minimize disruptions to teaching and learning	4.39	0.70	Strongly Agree
The school head organizes schedules and logistics for school activities and meetings to maximize participation and effectiveness	4.43	0.68	Strongly Agree
Weighted Mean	*4.42*		
SD	*0.63*		
Verbal Interpretation	*Very Great Extent*		

Table 11 provides insights into the perceived extent of management functions executed by school heads in the province of Laguna, focusing on organizing aspects, as reported by teachers. The indicators indicate a high level of agreement among teachers regarding the effectiveness of school heads in creating structured and organized learning environments that support effective teaching and learning. This implies that school heads demonstrate a strong commitment to optimizing

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resources and systems to enhance teacher effectiveness and minimize disruptions to teaching and learning. Additionally, the emphasis on organizing collaborative opportunities underscores the importance of fostering a culture of sharing ideas and best practices, promoting continuous improvement and professional growth among educators.

Table 12 exemplifies the extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of staffing.

The school head provides opportunities for professional growth and career advancement produced the highest mean score *(M=4.47, SD=0.67)* and was said as Strongly Agree. *And they effectively address staffing issues and concerns in a timely and fair manner* conventional the lowest mean score of responses with *(M=4.36, SD=0.73)* yet was remarked Strongly Agree. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of staffing reached a weighted mean score of 4.41 and a standard deviation of 0.62 and was Very Great Extent among the respondents.

Table 12. Extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of staffing

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head manages and assign teaching staff to ensure a balanced workload and optimal learning conditions for students	4.41	0.68	Strongly Agree
The school head considers teacher preferences and expertise when making staffing decisions	4.40	0.68	Strongly Agree
The school head effectively addresses staffing issues and concerns in a timely and fair manner	4.36	0.73	Strongly Agree
The school head conducts thorough recruitment processes to hire qualified and competent teaching staff members	4.41	0.67	Strongly Agree
The school head provides opportunities for professional growth and career advancement	4.47	0.67	Strongly Agree
Weighted Mean	*4.41*		
SD	*0.62*		
Verbal Interpretation	*Very Great Extent*		

The indicators reveal a high level of agreement among teachers regarding the effectiveness of school heads in managing staffing issues and ensuring optimal learning conditions for students. This implies that school heads demonstrate a strong commitment to considering teacher preferences and expertise, as well as providing opportunities for professional growth and career advancement, fostering a supportive and conducive working environment.

Table 13 demonstrates the extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of directing.

The school head provides clear and effective guidance to teachers on instructional methods and classroom management bore the highest mean score *(M=4.50, SD=0.61)* and was commented as Strongly Agree. *And they offer regular feedback and coaching to teachers to improve their instructional practices and student outcomes*" established the lowest mean score of responses with *(M=4.40, SD=0.69)* yet was remarked Strongly Agree. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of directing achieved a weighted mean score of 4.44 and a standard deviation of 0.75 and was Very Great Extent among the respondents.

Table 13. Extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of directing

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head provides clear and effective guidance to teachers on instructional methods and classroom management	4.50	0.61	Strongly Agree
The school head supports professional development opportunities that enhance teachers' instructional skills	4.46	0.68	Strongly Agree
The school head communicates expectations and standards for teacher performance and professional conduct	4.41	0.67	Strongly Agree
The school head implements strategies to promote a collaborative teaching environment	4.42	0.66	Strongly Agree
The school head offers regular feedback and coaching to teachers to improve their instructional practices and student outcomes	4.40	0.69	Strongly Agree
Weighted Mean	*4.44*		
SD	*0.75*		
Verbal Interpretation	*Very Great Extent*		

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The indicators show that teachers were in general agreement on how well school leaders communicate expectations for teacher performance, promote professional development opportunities, and offer clear guidance. This suggests that principals of schools have a strong dedication to creating a collaborative learning environment and providing frequent coaching and feedback to enhance teaching strategies and student results. A very high degree of management functions accomplished in directing was also shown by the overall high mean score, emphasizing the significance of effective leadership in leading and supporting instructors for improved teaching and learning experiences.

Table 14 shows the extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of coordinating.

The school head coordinates professional development opportunities for teachers to stay updated on new educational trends borne the highest mean score *(M=4.44, SD=0.65)* and was stated as Strongly Agree. *And they facilitate collaboration among teachers to enhance interdisciplinary teaching and learning* customary the lowest mean score of responses with *(M=4.41, SD=0.69)* yet was remarked Strongly Agree. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of coordinating accomplished a weighted mean score of 4.43 and a standard deviation of 0.62 and was Very Great Extent among the respondents.

Table 14. Extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of coordinating

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head coordinates and integrates various aspects of the curriculum to ensure a cohesive educational experience for students	4.42	0.69	Strongly Agree
The school head facilitates collaboration among teachers to enhance interdisciplinary teaching and learning	4.41	0.69	Strongly Agree
The school head effectively coordinates extracurricular activities to enrich the overall educational experience for students	4.43	0.69	Strongly Agree
The school head establishes partnerships with external organizations or resources to supplement the school's educational offerings	4.43	0.67	Strongly Agree
The school head coordinates professional development opportunities for teachers to stay updated on new educational trends	4.44	0.65	Strongly Agree
Weighted Mean	*4.43*		
SD	*0.62*		
Verbal Interpretation	*Very Great Extent*		

The indications show that instructors were generally in agreement about how well school heads coordinate different curricular elements, foster teacher collaboration, and plan extracurricular activities. This suggests that school administrators have a strong commitment to integrating various curricular components and supporting interdisciplinary teaching and learning in order to provide students with a coherent educational experience.

Table 15 proves the extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of reporting.

The school head communicates school performance and achievements to teachers, parents, and other stakeholders generated the highest mean score *(M=4.50, SD=0.64)* and was remarked as Strongly Agree. *And they provide timely and constructive feedback to teachers on their performance and areas for improvement* acknowledged the lowest mean score of responses with *(M=4.39, SD=0.69)* yet was remarked Strongly Agree. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of reporting conquered a weighted mean score of 4.45 and a standard deviation of 0.61 and was Very Great Extent among the respondents.

Table 15. Extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of reporting

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school head communicates school performance and achievements to teachers, parents, and other stakeholders	4.50	0.64	Strongly Agree
The school head provides timely and constructive feedback to teachers on their performance and areas for improvement	4.39	0.69	Strongly Agree
The school head communicates changes in policies or procedures that may impact teachers and the school community	4.45	0.67	Strongly Agree

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The school head regularly assesses and reports on the effectiveness of educational programs and initiatives to stakeholders	4.44	0.68	Strongly Agree
The school head maintains accurate records and documentation related to student progress, teacher evaluations, and school activities	4.45	0.66	Strongly Agree
Weighted Mean	*4.45*		
SD	*0.61*		
Verbal Interpretation	*Very Great Extent*		

The results show that instructors were mostly in agreement with how well school leaders communicate school performance and accomplishments to different stakeholders, such as other teachers, parents, and the community at large. This implies a strong structure for open lines of communication among stakeholders in educational institutions, building trust and accountability. Furthermore, school administrators' acknowledgment of their prompt and helpful teacher feedback highlights their function as agents of professional development.

Table 16 explains the extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of budgeting functions.

The school head monitors spending and financial performance to ensure resources were used efficiently and effectively returned the highest mean score *(M=4.41, SD=0.74)* and was pronounced as Strongly Agree. *And they allocate resources in a way that supports teacher needs and enhances the overall learning environment* usual the lowest mean score of responses with *(M=4.36, SD=0.74)* yet was remarked Strongly Agree. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of budgeting functions got a weighted mean score of 4.39 and a standard deviation of 0.68 and was Very Great Extent among the respondents.

Table 16. Extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers in terms of budgeting functions

STATEMENTS	***MEAN***	***SD***	***REMARKS***
The school head communicates budget allocations and financial decisions that impact teaching resources and activities	4.37	0.76	Strongly Agree
The school head allocates resources in a way that supports teacher needs and enhances the overall learning environment	4.36	0.74	Strongly Agree
The school head effectively prioritizes and allocates budget resources to address the most critical needs of the school	4.39	0.73	Strongly Agree
The school head collaborates with stakeholders to develop budget priorities that align with the school's educational goals	4.40	0.70	Strongly Agree
The school head monitors spending and financial performance to ensure resources were used efficiently and effectively	4.41	0.74	Strongly Agree
Weighted Mean	*4.39*		
SD	*0.68*		
Verbal Interpretation	*Very Great Extent*		

The analysis demonstrates the strong management abilities that school heads have had in areas of budgeting; teachers have evaluated all of the indicators as Strongly Agree. This suggests that budget allocation, monitoring, and stakeholder participation were all done very well. Effective budget management also means making the most use of available resources, which creates an atmosphere that was favorable to high-quality education.

Table 17 verifies the composite table of extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers.

From the indicators, "*Reporting*" yielded the highest weighted mean score *(M=4.45, SD=0.61)* and was interpreted *to a very great extent*. This was followed by "*directing*" with a weighted mean score *(M=4.44, SD=0.75)* and was also interpreted *to a very great extent*. On the other hand, the indicator "*budgeting functions*" received the lowest weighted mean score of responses with *(M=4.39, SD=0.68)* yet was also interpreted *to a very great extent*. The extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers attained an overall mean score of 4.42 and a standard deviation of 0.42 and was interpreted *to a very great extent* among the respondents.

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Table 17. Composite table of extent of management functions as executed by the school heads in the province of Laguna as perceived by the teachers

INDICATORS	*WM*	*SD*	*V. I.*
planning	4.43	0.61	Very Great Extent
organizing	4.42	0.63	Very Great Extent
staffing	4.41	0.62	Very Great Extent
directing	4.44	0.75	Very Great Extent
coordinating	4.43	0.62	Very Great Extent
reporting	4.45	0.61	Very Great Extent
budgeting functions	4.39	0.68	Very Great Extent
Overall Mean	*4.42*		
SD	*0.42*		
Verbal Interpretation	*Very Great Extent*		

Teachers' perceptions of the school heads' comprehensive execution of management functions in the province of Laguna were supported by the composite analysis shown in Table 17. Notably, "Directing" and "Reporting" had the highest weighted mean scores, demonstrating exceptionally high levels of leadership and communication effectiveness. On the other hand, although "Budgeting Functions" had a somewhat lower score, it still shows a very high level of competency in financial management and resource allocation. As it implies, the findings support the school heads' competence in a range of management areas, which greatly enhances the province's educational environment.

Level of Teachers' Proficiency and Core Behavioral Competencies in the Province of Laguna as Perceived by the School Heads using the Individual Performance Commitment and Review (IPCR)

This section presents the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR), as based on the results gathered using the research instruments of this study.

Table 18 illustrates the level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Content Knowledge and Pedagogy.

The teachers applied knowledge of content within and across curriculum teaching areas yielded the highest mean score *(M=4.65, SD=0.53)* and was remarked as Strongly Agree. *And they apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills* received the lowest mean score of responses with *(M=4.60, SD=0.54)* yet was remarked Strongly Agree. The level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Content Knowledge and Pedagogy attained a weighted mean score of 4.62 and a standard deviation of 0.48 and was Very Great Extent among the respondents.

Table 18. Level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Content Knowledge and Pedagogy

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The teachers applied knowledge of content within and across curriculum teaching areas.	4.65	0.53	Strongly Agree
The teachers used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.61	0.55	Strongly Agree
The teachers applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.60	0.54	Strongly Agree
Weighted Mean	*4.62*		
SD	*0.48*		
Verbal Interpretation	*Very Great Extent*		

Table 18 demonstrates the high level of teachers' proficiency in Laguna, as perceived by school heads, particularly in applying content knowledge and employing various teaching strategies. While there's consistency in acknowledging teachers' adeptness across different pedagogical aspects, the slightly lower score in applying higher-order thinking skills suggests a potential area for further enhancement or focus on professional development initiatives. This implies that while teachers demonstrate strong competence in content knowledge and pedagogy, there may be opportunities to further strengthen their skills in fostering critical and creative thinking among students.

Table 19 exemplifies the level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Learning and Learners.

The teachers managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning

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environments produced the highest mean score *(M=4.60, SD=0.52)* and was said as Strongly Agree. *And they use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences* conventional the lowest mean score of responses with *(M=4.53, SD=0.57)* yet was remarked Strongly Agree. The level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Learning and Learners reached a weighted mean score of 4.56 and a standard deviation of 0.48 and was Very Great Extent among the respondents.

Table 19 portrays the high level of teachers' proficiency in Laguna, as perceived by school heads, particularly in managing classroom structures and providing differentiated learning experiences. While there's strong acknowledgment of teachers' effectiveness in engaging learners and managing behavior, the slightly lower score in addressing diverse learner needs suggests a potential area for further attention or support in personalized learning strategies.

Table 19. Level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Learning and Learners

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The teachers managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.60	0.52	Strongly Agree
The teachers managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.56	0.55	Strongly Agree
The teachers used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.53	0.57	Strongly Agree
Weighted Mean	*4.56*		
SD	*0.48*		
Verbal Interpretation	*Very Great Extent*		

Table 20 demonstrates the level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Curriculum and Planning

The teachers planned, managed, and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts bore the highest mean score *(M=4.56, SD=0.54)* and was commented as Strongly Agree. *And they participated in collegial discussions that use teacher and learner feedback to enrich teaching practice* established the lowest mean score of responses with *(M=4.49, SD=0.61)* yet was remarked Strongly Agree. The level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Curriculum and Planning achieved a weighted mean score of 4.52 and a standard deviation of 0.50 and was Very Great Extent among the respondents.

Table 20. Level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Curriculum and Planning

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The teachers planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.56	0.54	Strongly Agree
The teachers participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.49	0.61	Strongly Agree
The teachers selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.51	0.61	Strongly Agree
Weighted Mean	*4.52*		
SD	*0.50*		
Verbal Interpretation	*Very Great Extent*		

While there's strong agreement on teachers' involvement in enriching teaching practices through feedback discussions, the slightly lower score suggests potential areas for further collaboration or professional development in maximizing feedback utilization.

Table 21 shows the level of teachers' proficiency in the province of Laguna as perceived by the school heads using the

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Individual Performance Commitment and Review (IPCR) as to Assessment and Reporting.

The teachers monitored and evaluated learner progress and achievement using learner attainment data borne the highest mean score *(M=4.59, SD=0.54)* and was stated as Strongly Agree. *And they communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardian's* customary the lowest mean score of responses with *(M=4.57, SD=0.56)* yet was remarked Strongly Agree. The level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Assessment and Reporting accomplished a weighted mean score of 4.58 and a standard deviation of 0.49 and was Very Great Extent among the respondents.

The result reveals a high level of teachers' proficiency in assessment and reporting in Laguna, as perceived by school heads, particularly in designing and implementing varied assessment strategies aligned with curriculum requirements. While there's strong agreement on promptly communicating learners' progress to stakeholders, the slightly lower score suggests potential areas for enhancing clarity and effectiveness in communication channels.

Table 21. Level of teachers' proficiency in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Assessment and Reporting

STATEMENTS	MEAN	SD	REMARKS
The teachers designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.58	0.54	Strongly Agree
The teachers monitored and evaluated learner progress and achievement using learner attainment data.	4.59	0.54	Strongly Agree
The teachers communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	4.57	0.56	Strongly Agree
Weighted Mean	*4.58*		
SD	*0.49*		
Verbal Interpretation	*Very Great Extent*		

This implies that while teachers excel in assessment practices and data utilization, there could be opportunities for refining communication methods to ensure comprehensive reporting and parental engagement in students' learning journeys.

Table 22 proves the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Extracurricular Activities.

The teachers performed various related works/activities that contribute to the teaching-learning process generated the mean score *(M=4.54, SD=0.58)* and was observed as Strongly Agree. The level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Extracurricular Activities conquered a weighted mean score of 4.54 and a standard deviation of 0.58 and was Very Great Extent among the respondents.

Table 22. Level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Extracurricular Activities

STATEMENTS	MEAN	SD	REMARKS
The teachers performed various related works/activities that contribute to the teaching-learning process.	4.54	0.58	Strongly Agree
Weighted Mean	*4.54*		
SD	*0.58*		
Verbal Interpretation	*Very Great Extent*		

Table 22 shows that teachers in Laguna possess a high degree of competency and core behavioral competencies in extracurricular activities, especially when it comes to their active participation in a variety of activities that enhance the teaching-learning process.

Table 23 explains the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Self-Management

Sets personal goals and directions, needs and development returned the highest mean score *(M=4.56, SD=0.56)* and was pronounced as Strongly Agree. *And they set high quality, challenging, realistic goals for self and others* usual the lowest mean score of responses with *(M=4.50, SD=0.55)* yet was remarked Strongly Agree. The level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Self-Management got a weighted mean score of 4.53 and a standard deviation of 0.49 and was Very Great Extent among the respondents.

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Based on the results, school heads perceive teachers to excel in setting personal goals and directions, demonstrating emotional maturity, and prioritizing work tasks, as evidenced by their strong agreement with these behaviors according to the Individual Performance Commitment and Review (IPCR). Despite slightly lower scores in setting high-quality goals for themselves and others, the overall proficiency in self-management among teachers was rated very highly.

Table 23. Level of teachers' core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Self-Management

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Sets personal goals and directions, needs and development.	4.56	0.56	Strongly Agree
Undertakes personal actions and behavior that were clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.53	0.57	Strongly Agree
Displays emotional maturity and enthusiasm for and was challenged by higher goals.	4.56	0.55	Strongly Agree
Prioritizes work tasks and schedules (through Gantt chants, checklists, etc.) to achieve goals.	4.51	0.57	Strongly Agree
Sets high quality, challenging, realistic goals for self and others.	4.50	0.55	Strongly Agree
Weighted Mean	*4.53*		
SD	*0.49*		
Verbal Interpretation	*Very Great Extent*		

Table 24 illustrates the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Teamwork

Willingly does his/her share of responsibility yielded the highest mean score *(M=4.60, SD=0.55)* and was remarked as Strongly Agree. *And they apply negotiation principles in arriving at win-win agreements* received the lowest mean score of responses with *(M=4.47, SD=0.55)* yet was remarked Strongly Agree. The level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Teamwork attained a weighted mean score of 4.53 and a standard deviation of 0.50 and was Very Great Extent among the respondents.

Table 24. Level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Teamwork

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Willingly does his/her share of responsibility.	4.60	0.55	Strongly Agree
Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	4.56	0.56	Strongly Agree
Applies negotiation principles in arriving at win-win agreements.	4.47	0.55	Strongly Agree
Drives consensus and team ownership of decisions.	4.48	0.58	Strongly Agree
Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	4.56	0.55	Strongly Agree
Weighted Mean	*4.53*		
SD	*0.50*		
Verbal Interpretation	*Very Great Extent*		

Based on the results, the school heads perceive teachers to demonstrate strong willingness to fulfill responsibilities, promote collaboration, and work constructively with others, as evidenced by their strong agreement with these behaviors according to the Individual Performance Commitment and Review (IPCR) in teamwork. Despite slightly lower scores in applying negotiation principles, the overall proficiency in teamwork among teachers was rated very highly. This implies that teachers in Laguna excel in fostering a collaborative environment, where responsibilities were willingly shared, and teamwork was highly valued. The findings reveal the implementation of transformational leadership practices, including fostering teamwork by instilling a shared vision and mission, cultivating trust among subordinates, demonstrating respect and appreciation towards colleagues, consistently motivating subordinates, fostering a positive work environment, and providing recognition or rewards.

Table 25 exemplifies the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Professionalism and Ethics

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Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713) produced the highest mean score *(M=4.63, SD=0.54)* and was said as Strongly Agree. *And they make personal sacrifices to meet the organization's needs* conventional the lowest mean score of responses with *(M=4.56, SD=0.58)* yet was remarked Strongly Agree. The level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Professionalism and Ethics reached a weighted mean score of 4.59 and a standard deviation of 0.50 and was Very Great Extent among the respondents.

Table 25. Level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Professionalism and Ethics

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).	4.63	0.54	Strongly Agree
Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.60	0.54	Strongly Agree
Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.57	0.57	Strongly Agree
Makes personal sacrifices to meet the organization's needs.	4.56	0.58	Strongly Agree
Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	4.59	0.56	Strongly Agree
Weighted Mean		*4.59*	
SD		*0.50*	
Verbal Interpretation		*Very Great Extent*	

The results show that school heads perceive teachers to consistently demonstrate values and behaviors aligned with ethical standards and professionalism, as evidenced by their strong agreement with statements reflecting these attributes according to the Individual Performance Commitment and Review (IPCR). Despite slightly lower scores in making personal sacrifices, the overall proficiency in professionalism and ethics among teachers was rated very highly. This implies that teachers in Laguna uphold high standards of professionalism and ethics, contributing to a positive organizational culture characterized by trustworthiness, punctuality, and a sense of responsibility. Such high levels of proficiency suggest a commitment to ethical conduct and dedication to meeting organizational needs among educators.

Table 26 demonstrates the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Service Orientation

Develops and adopts service improvement program through simplified procedures that will further enhance service delivery bore the highest mean score *(M=4.51, SD=0.56)* and was commented as Strongly Agree. *And they initiate activities that promote advocacy for men and women empowerment* established the lowest mean score of responses with *(M=4.45, SD=0.57)* yet was remarked Strongly Agree. The level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Service Orientation achieved a weighted mean score of 4.49 and a standard deviation of 0.50 and was Very Great Extent among the respondents.

Table 26. Level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Service Orientation

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Can explain and articulate organizational directions, issues and problems.	4.49	0.56	Strongly Agree
Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.50	0.55	Strongly Agree
Initiates activities that promote advocacy for men and women empowerment.	4.45	0.57	Strongly Agree
Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.50	0.58	Strongly Agree
Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	4.51	0.56	Strongly Agree

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Weighted Mean	*4.49*
SD	*0.50*
Verbal Interpretation	*Very Great Extent*

Based on the results, the school heads perceive teachers to possess strong service orientation, as evidenced by their strong agreement with statements reflecting proactive engagement in addressing organizational issues and promoting advocacy for empowerment. Despite slightly lower scores in initiating activities for empowerment, the overall proficiency in service orientation among teachers was rated very highly. Accordingly, the report recommends that frequent in-service training on different leadership styles for teachers be given top priority by Kenya's teacher commissions and educational regulating body. It also suggests that school administrators concentrate on improving transactional leadership techniques because it has been demonstrated to improve academic results. Hence, the awareness of the service orientation serves as a reference for educational leaders when making decisions aimed at enhancing school services and addressing their school needs.

Table 27 shows the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Result Focus

Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set. borne the highest mean score *(M=4.47, SD=0.56)* and was stated as Strongly Agree. *And they deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required* customary the lowest mean score of responses with *(M=4.40, SD=0.58)* yet was remarked Strongly Agree. The level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Result Focus accomplished a weighted mean score of 4.42 and a standard deviation of 0.49 and was Very Great Extent among the respondents.

Table 27. Level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Result Focus

STATEMENTS	***MEAN***	***SD***	***REMARKS***
Achieves results with optimal use of time and resources most of the time.	4.46	0.58	Strongly Agree
Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	4.35	0.62	Strongly Agree
Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	4.40	0.58	Strongly Agree
Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.47	0.56	Strongly Agree
Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	4.44	0.56	Strongly Agree
Weighted Mean	*4.42*		
SD	*0.49*		
Verbal Interpretation	*Very Great Extent*		

The results show that the school heads perceive teachers to prioritize achieving results with optimal use of time and resources, as evidenced by their strong agreement with statements reflecting this focus according to the Individual Performance Commitment and Review (IPCR). Despite slightly lower scores in delivering error-free outputs consistently, the overall proficiency in result focus among teachers was rated very highly. This suggests that teachers in Laguna demonstrate a commitment to improving performance and efficiency, focusing on new methods to meet goals and addressing inefficiencies within the system. Such high levels of proficiency imply a culture of continuous improvement and a drive for excellence among educators within the province.

Table 28 proves the level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Innovation

Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources generated the highest mean score *(M=4.48, SD=0.59)* and was observed as Strongly Agree. *And they translate creative thinking into tangible changes and solutions*

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that improve the work unit and organization acknowledged the lowest mean score of responses with *(M=4.44, SD=0.59)* yet was remarked Strongly Agree. The level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Innovation conquered a weighted mean score of 4.46 and a standard deviation of 0.53 and was Very Great Extent among the respondents.

Table 28. Level of teachers' proficiency and core behavioral competencies in the province of Laguna as perceived by the school heads using the Individual Performance Commitment and Review (IPCR) as to Innovation

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency).	4.46	0.60	Strongly Agree
Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	4.45	0.58	Strongly Agree
Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4.47	0.58	Strongly Agree
Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	4.44	0.59	Strongly Agree
Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	4.48	0.59	Strongly Agree
Weighted Mean		*4.46*	
SD		*0.53*	
Verbal Interpretation		*Very Great Extent*	

The results suggest that school heads perceive teachers to excel in innovation, as evidenced by their strong agreement with statements reflecting creative problem-solving and the ability to think beyond conventional methods according to the Individual Performance Commitment and Review (IPCR). These results imply that school heads consider instructors as exceptionally innovative. Teachers were considered to be very proficient in innovation overall, even though they score slightly lower when it comes to converting their innovative ideas into concrete changes. This suggests that educators in Laguna were capable of coming up with original solutions to problems and being resourceful, which helps to foster an innovative culture in the school system. Such high competency levels imply a readiness to investigate novel concepts and methods in order to enhance results and promote constructive change inside the company.

Level of School Performance in the Province of Laguna as Perceived by the School Heads using the Office Performance Commitment and Review (OPCR)

This section focuses on the presentation of the results on the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR), specifically, in terms of instructional leadership, learning environment, human resource management and development, parent's involvement and community partnership, school leadership, management, and operations, and plus factor.

Table 29 explains the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Instructional Leadership

The school accounts for learning outcomes of schools and centers viz-a-viz goals and targets returned the highest mean score *(M=4.55, SD=0.57)* and was pronounced as Strongly Agree. *And they conduct Action Research on Instructional Improvement & Teaching Delivery* usual the lowest mean score of responses with *(M=4.38, SD=0.71)* yet was remarked Strongly Agree. The level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Instructional Leadership got a weighted mean score of 4.51 and a standard deviation of 0.53 and was Very Great Extent among the respondents.

Table 29. Level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Instructional Leadership

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school accounts for learning outcomes of schools and centers viz-a-viz goals and targets	4.55	0.57	Strongly Agree
The school performs instructional supervision to achieve learning outcomes	4.54	0.56	Strongly Agree
The school engages in discussions about instructional strategies with teachers	4.53	0.58	Strongly Agree
The school effectively uses student performance data to	4.52	0.59	Strongly Agree

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improve instruction *The school conducts Action Research on Instructional Improvement & Teaching Delivery*	4.38	0.71	Strongly Agree
Weighted Mean	*4.51*		
SD	*0.53*		
Verbal Interpretation	*Very Great Extent*		

Based on the results, the school heads perceive schools to demonstrate strong instructional leadership, as evidenced by their strong agreement with statements reflecting accountability for learning outcomes and effective instructional supervision according to the Office Performance Commitment and Review (OPCR). Despite slightly lower scores in conducting Action Research on Instructional Improvement & Teaching Delivery, the overall level of school performance in instructional leadership was rated very highly. This suggests that schools in Laguna prioritize instructional strategies and the use of student performance data to improve instruction, fostering a culture of continuous improvement within the educational system. Such high levels of performance in instructional leadership imply a commitment to enhancing teaching quality and student outcomes among schools in the province. Parental involvement can be advantageous in a variety of ways, such as classroom building, teacher motivation, school vehicle purchases, financial support, school supply procurement, and more. Incorporating teachers into school decision-making processes can also greatly improve their motivation and morale, which will encourage dedication.

Table 30 illustrates the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Learning Environment

The school provides safe and child friendly learning and school environment for students/learners yielded the highest mean score *(M=4.63, SD=0.54)* and was remarked as Strongly Agree. *And they provide available and quality resources (books, technology, facilities) for student learning* received the lowest mean score of responses with *(M=4.51, SD=0.59)* yet was remarked Strongly Agree. The level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Learning Environment attained a weighted mean score of 4.58 and a standard deviation of 0.49 and was Very Great Extent among the respondents.

Table 30. Level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Learning Environment

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school provides safe and child friendly learning and school environment for students/learners	4.63	0.54	Strongly Agree
The school evaluates the school plant, physical facilities fitness, safety and sufficiency	4.55	0.57	Strongly Agree
The school promotes a positive learning environment inside and outside classroom	4.61	0.55	Strongly Agree
The school fosters a sense of belonging and inclusivity among students	4.61	0.54	Strongly Agree
The school provides available and quality resources (books, technology, facilities) for student learning.	4.51	0.59	Strongly Agree
Weighted Mean	*4.58*		
SD	*0.49*		
Verbal Interpretation	*Very Great Extent*		

The results show that the school heads perceive schools to excel in providing a conducive learning environment, as evidenced by their strong agreement with statements reflecting safety, inclusivity, and resource availability according to the Office Performance Commitment and Review (OPCR). Despite slightly lower scores in providing quality resources for student learning, the overall level of school performance in creating a positive learning environment was rated very highly. This indicates that schools in Laguna prioritize creating safe, child-friendly spaces that foster a sense of belonging and promote positive learning experiences both inside and outside the classroom. Such high levels of performance in the learning environment suggest a commitment to student well-being and academic success within schools across the province.

Table 31 exemplifies the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Human Resource Management and Development

The school promote collaboration and teamwork among staff and members produced the highest mean score *(M=4.62, SD=0.59)* and was said as Strongly Agree. *And they rate the overall satisfaction of teachers with the school's school personnel performance and recommends promotion* conventional the lowest mean score of responses with *(M=4.52, SD=0.61)* yet was remarked Strongly Agree. The level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Human Resource Management and Development reached a weighted mean score of 4.55 and a standard deviation of 0.69 and was Very Great Extent among the respondents.

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Table 31. Level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Human Resource Management and Development

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school provides technical assistance to teachers on matters pertaining to enhancement of classroom management, skills and instructional competence and to non-teaching personnel for support services within the RPMS cycle	4.55	0.58	Strongly Agree
The school supports professional development opportunities for teachers	4.54	0.59	Strongly Agree
The school promote collaboration and teamwork among staff and members	4.62	0.59	Strongly Agree
The school evaluates and recognizes the contributions and achievements of teachers	4.53	0.60	Strongly Agree
The school rates the overall satisfaction of teachers with the school's school personnel performance and recommends promotion	4.52	0.61	Strongly Agree
Weighted Mean	*4.55*		
SD	*0.69*		
Verbal Interpretation	*Very Great Extent*		

The results suggest that the school heads perceive schools to excel in human resource management and development, as evidenced by their strong agreement with statements reflecting support for professional development, collaboration, and recognition of teacher contributions according to the Office Performance Commitment and Review (OPCR). Despite slightly lower scores in overall satisfaction and promotion recommendations, the overall level of school performance in this area was rated very highly. This indicates that schools in Laguna prioritize providing technical assistance, fostering collaboration, and supporting professional growth among staff members, contributing to a positive and supportive work environment. Such high levels of performance in human resource management and development suggest a commitment to empowering and valuing educators within schools across the province.

Table 32 demonstrates the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Parent's Involvement and Community Partnership.

The school effectively engages parents in their child's education bore the highest mean score *(M=4.58, SD=0.55)* and was commented as Strongly Agree. *And they collaborate with community organizations and partners to enhance educational opportunities for students* established the lowest mean score of responses with *(M=4.53, SD=0.58)* yet was remarked Strongly Agree. The level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Parent's Involvement and Community Partnership achieved a weighted mean score of 4.55 and a standard deviation of 0.52 and was Very Great Extent among the respondents.

Table 32. Level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Parent's Involvement and Community Partnership

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school establishes school and family and community partnership for school performance	4.54	0.58	Strongly Agree
The school coordinates with stakeholders in the acquisition of learning materials, resources and equipment within target date	4.54	0.59	Strongly Agree
The school effectively engages parents in their child's education	4.58	0.55	Strongly Agree
The school encourages and values parent participation in school activities and decision-making processes	4.57	0.56	Strongly Agree
The school collaborates with community organizations and partners to enhance educational opportunities for students	4.53	0.58	Strongly Agree
Weighted Mean	*4.55*		
SD	*0.52*		
Verbal Interpretation	*Very Great Extent*		

The school heads strongly agree with statements reflecting collaboration with stakeholders and effective parent engagement in their child's education, indicating that they believe schools excel in fostering parent involvement and community partnership (Office Performance Commitment and Review, OPCR). While working with community groups

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received somewhat lower grades, the overall performance of the school in terms of parent involvement and community partnership was scored extremely highly. This means that in order to improve children' educational possibilities, Laguna schools should place a high priority on forming alliances with families and other community members. Such excellent results in community involvement and parent involvement show a dedication to building an inclusive and cooperative learning environment in all of the province's schools.

Table 33 shows the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of School Leadership, Management, and Operations

The school communicates and implements effectively the school's vision and mission borne the highest mean score *(M=4.56, SD=0.58)* and was stated as Strongly Agree. *And they monitor the maximum use of resource materials* customary the lowest mean score of responses with *(M=4.51, SD=0.60)* yet was remarked Strongly Agree. The level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of School Leadership, Management, and Operations accomplished a weighted mean score of 4.53 and a standard deviation of 0.54 and was Very Great Extent among the respondents.

Table 33. Level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of School Leadership, Management, and Operations

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school performed school leadership, management and operations functions	4.55	0.58	Strongly Agree
The school effected judiciously the use of school facilities and supply materials within the rating period	4.52	0.59	Strongly Agree
The school communicates and implements effectively the school's vision and mission	4.56	0.58	Strongly Agree
The school handles day-to-day operations and ensures smooth functioning of the school	4.54	0.59	Strongly Agree
The school monitors the maximum use of resource materials	4.51	0.60	Strongly Agree
Weighted Mean	*4.53*		
SD	*0.54*		
Verbal Interpretation	*Very Great Extent*		

The results suggest that school heads perceive schools to excel in fostering parent involvement and community partnership, as evidenced by their strong agreement with statements reflecting collaboration with stakeholders and effective engagement of parents in their child's education according to the Office Performance Commitment and Review (OPCR). Despite slightly lower scores in collaborating with community organizations, the overall level of school performance in parent involvement and community partnership was rated very highly. This implies that schools in Laguna prioritize establishing partnerships with families and community stakeholders, creating a supportive network to enhance educational opportunities for students. Such high levels of performance in parent involvement and community partnership indicate a commitment to fostering a collaborative and inclusive educational environment within schools across the province.

Table 34 proves the level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Plus Factor.

The school prepares students for future educational and career opportunities generated the highest mean score *(M=4.56, SD=0.55)* and was observed as Strongly Agree. *And they do additional initiatives, such as special events or outreach programs to positively impact the school community* acknowledged the lowest mean score of responses with *(M=4.48, SD=0.61)* yet was remarked Strongly Agree. The level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Plus Factor conquered a weighted mean score of 4.52 and a standard deviation of 0.56 and was Very Great Extent among the respondents.

Table 34. Level of school performance in the province of Laguna as perceived by the school heads using the Office Performance Commitment and Review (OPCR) in terms of Plus Factor

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school performs other activities initiated by the school leadership that contribute to the overall development of the school community	4.51	0.60	Strongly Agree
The school do additional initiatives, such as special events or outreach programs to positively impact the school community	4.48	0.61	Strongly Agree
The school prepares students for future educational and career opportunities	4.56	0.55	Strongly Agree

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The school supports the holistic development of students, including their social, emotional and physical well-being	4.53	0.58	Strongly Agree
The school performs other activities initiated by the school leadership that contribute to the overall development of the school community	4.51	0.58	Strongly Agree
Weighted Mean	*4.52*		
SD	*0.56*		
Verbal Interpretation	*Very Great Extent*		

Based on the results, the school heads perceive schools to excel in providing what was termed as "Plus Factor," which encompasses activities initiated by school leadership contributing to overall school community development, additional initiatives impacting the community positively, preparation of students for future educational and career opportunities, and support for holistic student development. This implies that schools in Laguna go beyond traditional educational mandates, actively engaging in activities aimed at holistic student development and community enrichment. The emphasis on preparing students for future endeavors underscores a commitment to their long-term success, while the recognition of lower scores in additional initiatives suggests potential areas for further enhancement in community engagement.

Test of the Significant Relationship between the Professional Profile of the School Heads to the Teachers and School Performance

This section presents the results on the test of Significant relationship between the professional profile of the school heads to the teachers and school performance.

Table 35 presents the significant relationship between the professional profile of the school heads to the teachers and school performance

The highest educational attainment of the professional profile of the school heads was observed to have no significant relationship to the *Content Knowledge and Pedagogy*, *Learning and Learners*, *Curriculum and Planning, Assessment and Reporting, Extracurricular Activities, Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent's Involvement and Community Partnership, School Leadership, Management, and Operations Plus Factor* of the teachers and school performance. This was based on the computed r values obtained from the tests. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there was no significance.

Table 35. Significant relationship between the professional profile of the school heads to the teachers and school performance

		Content Knowledge and	*Learning and Learners*	*Curriculum and Planning*	*Assessment and Reporting*	*Extracurricular Activities*	*Instructional Leadership*	*Learning Environment*	*Human Resource Management*	*Parent's Involvement and Community*	*School Leadership, Management*	*Plus Factors*
Highest Educational Attainment	**P**	.037	.061	.074	.059	.053	.019	.011	.004	.021	-.012	.016
	Sig. (2-tailed)	.378	.141	.074	.151	.204	.651	.790	.917	.608	.764	.700
	N	585	585	585	585	585	585	585	585	585	585	585
Years in Service	**P**	.028	.016	-.004	.024	-.001	-.041	-.036	-.044	-.042	-.062	-.083*
	Sig. (2-tailed)	.497	.698	.929	.559	.973	.327	.388	.284	.312	.133	.045
	N	585	585	585	585	585	585	585	585	585	585	585
Length of Stay in One School	**P**	.004	-.010	-.013	-.021	-.036	-.056	-.017	-.041	-.061	-.059	-.069
	Sig. (2-tailed)	.924	.802	.761	.619	.385	.177	.681	.320	.139	.152	.096
	N	585	585	585	585	585	585	585	585	585	585	585

Scale	**Strength**
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate

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0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The years in service of the professional profile of the school heads was observed to have a significant relationship to the *Plus Factor* the teachers and school performance. This was based on the computed r values obtained from the tests with weak relationship. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there was no significance.

The length of stay in one school of the professional profile of the school heads was observed to have a significant relationship to the *Content Knowledge and Pedagogy*, *Learning and Learners*, *Curriculum and Planning, Assessment and Reporting, Extracurricular Activities, Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent's Involvement and Community Partnership, School Leadership, Management, and Operations Plus Factor* of the teachers and school performance. This was based on the computed r values obtained from the tests. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there was no significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis *"There was no significant relationship between the professional profile of the school heads to the teachers and school performance*" was accepted which incites that there was no significant relationship between them.

Hence, the results suggest that the highest educational attainment of school heads showed no significant relationship with several factors, including Content Knowledge and Pedagogy, Learning and Learners, Curriculum and Planning, and others. Similarly, years in service demonstrated weak relationships with these factors, with no significance observed in most cases. However, the length of stay in one school exhibited a significant relationship with nearly all aspects of performance, although the significance was not consistent across factors. These results suggest that while certain aspects of school heads' professional profiles may not directly correlate with teacher and school performance, the length of stay in one school appears to have a varying but notable influence. This implies that stability and continuity in school leadership might play a role in enhancing performance across multiple dimensions. However, the overall lack of significant relationships indicates that other factors beyond the professional profile of school heads likely contribute more significantly to teacher and school performance.

Test of Significant relationship between the Leadership Styles of the School Heads to the Teachers and School Performance

This section presents the test of Significant relationship between the leadership styles of the school heads to the teachers and school performance, based on the results from the Pearson-r Correlation.

Table 36 presents the significant relationship between the leadership styles of the school heads to the teachers and school performance

The authoritative, transformational, participative, transactional and delegative leadership styles of the leadership styles of the school heads was observed to have a significant relationship to the *Content Knowledge and Pedagogy*, *Learning and Learners*, *Curriculum and Planning, Assessment and Reporting, Extracurricular Activities, Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent's Involvement and Community Partnership, School Leadership, Management, and Operations* and *Plus Factor* of the teachers and school performance. This was based on the computed r values obtained from the tests with very weak to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there was a significance.

Table 36. Significant relationship between the leadership styles of the school heads to the teachers and school performance

		Content Knowledge and Pedagogy	*Learning and Learners*	*Curriculum and Planning*	*Assessment and Reporting*	*Extracurricular Activities*	*Instructional Leadership*	*Learning Environment*	*Human Resource Management and Development*	*Parent's Involvement and Community Partnership*	*School Leadership, Management, and Operations*	*Plus Factor*
authoritative	P	.240**	.223**	.242**	.265**	.222**	.220**	.217**	.189**	.249**	.221**	.163**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
transformational	P	.470**	.447**	.486**	.494**	.475**	.526**	.528**	.465**	.532**	.547**	.470**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
participative	P	.434**	.405**	.452**	.467**	.414**	.545**	.502**	.481**	.514**	.527**	.506**

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	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
transactional	P	.349**	.352**	.382**	.361**	.361**	.412**	.379**	.379**	.404**	.409**	.382**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
delegative leadership styles	P	.503**	.528**	.540**	.507**	.612**	.590**	.515**	.606**	.637**	.537**	.529**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis *"There was no significant relationship between the leadership styles of the school heads to the teachers and school performance*" was rejected.

Hence, the authoritative, transformational, participative, transactional, and delegative leadership styles were all found to have significant relationships with factors such as Content Knowledge and Pedagogy, Learning and Learners, Curriculum and Planning, and others. These relationships varied from very weak to strong, with p-values indicating significance. The results suggest that the leadership styles adopted by school heads play a crucial role in influencing teacher and school performance across multiple dimensions.

Test of Significant relationship between the Management Functions of the School Heads to the Teachers and School Performance

Table 37 presents the significant relationship between the management functions of the school heads to the teachers and school performance

The planning, organizing, staffing, directing, coordinating, reporting and budgeting functions of the management functions of the school heads was observed to have a significant relationship to the *Content Knowledge and Pedagogy*, *Learning and Learners*, *Curriculum and Planning, Assessment and Reporting, Extracurricular Activities, Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent's Involvement and Community Partnership, School Leadership, Management, and Operations* and *Plus Factor* of the teachers and school performance. This was based on the computed r values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there was a significance.

Table 37. Significant relationship between the management functions of the school heads to the teachers and school performance

		Content Knowledge and Pedagogy	*Learning and Learners*	*Curriculum and Planning*	*Assessment and Reporting*	*Extracurricular Activities*	*Instructional Leadership*	*Learning Environment*	*Human Resource Management and Development*	*Parent's Involvement and Community Partnership*	*School Leadership, Management,*	*Plus Factor*
planning	**P**	.521**	.517**	.537**	.559**	.522**	.618**	.583**	.517**	.605**	.608**	.521**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
organizing	**P**	.512**	.491**	.523**	.533**	.511**	.616**	.585**	.532**	.608**	.626**	.526**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
staffing	**P**	.497**	.480**	.527**	.532**	.499**	.596**	.566**	.503**	.567**	.606**	.515**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
directing	**P**	.444**	.417**	.464**	.456**	.447**	.524**	.508**	.419**	.518**	.540**	.458**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585

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coordinating	**P**	.547**	.509**	.550**	.558**	.517**	.624**	.601**	.521**	.614**	.626**	.553**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
reporting	**P**	.529**	.503**	.528**	.540**	.507**	.612**	.590**	.515**	.606**	.637**	.537**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585
budgeting functions	**P**	.483**	.472**	.475**	.501**	.474**	.599**	.561**	.501**	.585**	.595**	.511**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	585	585	585	585	585	585	585	585	585	585	585

Scale	**Strength**
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Based on the findings, it can be inferred that at 0.05 level of significance, the null hypothesis *"There was no significant relationship between the management functions of the school heads to the teachers and school performance*" was rejected.

4. CONCLUSION AND RECOMMENDATIONS

Based on the results of this study, the researcher posited the following conclusions:

1. There was no significant relationship between the professional profile of school heads and various aspects of teacher performance and school performance in the province of Laguna. While years in service demonstrated a weak relationship with the Plus Factor of teachers and school performance, other factors such as highest educational attainment and length of stay in one school showed no significant correlation. Consequently, the null hypothesis, stating no significant relationship between the professional profile of school heads and teacher/school performance, was accepted based on the findings.

2. it's evident that the authoritative, transformational, participative, transactional, and delegative leadership styles of school heads exhibit significant relationships with various aspects of teacher performance and school performance in the province of Laguna. These relationships range from very weak to strong, as indicated by the computed r values. Additionally, the p-values obtained were all less than the significance alpha of 0.05, confirming statistical significance. Consequently, the null hypothesis stating no significant relationship between leadership styles of school heads and teacher/school performance was rejected, suggesting that there was indeed a significant relationship between them.

3. Lastly, there was a significant relationship between the management functions of school heads and various aspects of teacher performance and school performance in Laguna province. Specifically, the planning, organizing, staffing, directing, coordinating, reporting, and budgeting functions exhibit moderate to strong relationships with the mentioned performance metrics, as indicated by computed r values. Moreover, all p-values obtained were below the significance alpha of 0.05, confirming statistical significance. Therefore, rejecting the null hypothesis suggests that there was indeed a significant relationship between the management functions of school heads and teacher/school performance.

In the light of findings and conclusions, the following recommendations were hereby given;

1. Given the lack of significant relationships between the principals' professional profile of school heads and teacher/school performance, it was crucial for district and division supervisors to focus on ongoing professional development programs. They may encourage school heads to engage in continuous learning opportunities that enhance their leadership skills and pedagogical knowledge. Additionally, consider conducting regular assessments to identify areas for improvement and provide targeted support to school leaders.

2. Acknowledging the significant relationship between leadership styles and teacher/school performance, it was recommended for division supervisors and other top management personnel to provide training and guidance to school heads on adopting effective leadership approaches. They may offer workshops or seminars that focus on enhancing leadership skills, such as transformational and participative leadership, which have shown positive associations with performance indicators. They may also encourage school leaders to cultivate a collaborative and empowering environment that fosters teacher growth and student achievement.

3. With the observed significant relationships between management functions and teacher/school performance, school division superintendents may prioritize the development of managerial competencies among school leaders. They may provide resources and support for school heads to improve their planning, organizing, staffing, directing, coordinating, reporting, and budgeting skills. They can also consider implementing training programs or workshops tailored to enhance these specific management functions, aiming to optimize school operations and enhance overall performance.

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