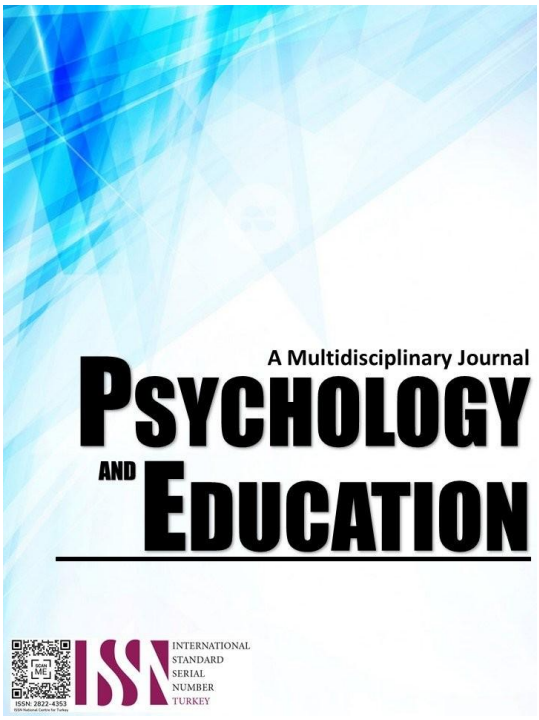
REGULAR AND INTEGRATED SCHOOLS: ROLES AND PERFORMANCE OF SCHOOL HEADS, AND TEACHING PERFORMANCE IN GINGOOG CITY, PHILIPPINES



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Research Article

Regular and Integrated Schools: Roles and Performance of School Heads, and Teaching Performance in Gingoog City, Philippines

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Abstract

This study investigated the roles and performance of school heads, as well as teaching performance, in regular public elementary, secondary, and integrated schools in the Gingoog City Division, Philippines. Using a quantitative descriptive-correlational design, it examined the relationship between the roles of school heads and teaching performance across the three school types, along with performance variations based on sex, years of service, and educational attainment. Data from the 2021–2022 school year were collected from 16 schools involving 274 teachers and 16 school heads using the Office Performance Commitment and Review (OPCR) and Individual Performance Commitment and Review (IPCR) instruments, respectively. Quantitative data were analyzed using frequencies, percentages, means, standard deviations, two-way ANOVA, one-way ANOVA, correlation coefficient (r), and multiple regression analysis, accompanied by interpretation of the results. The study found that school heads across all school types—elementary, secondary, and integrated—are predominantly female, possessing significant experience and advanced educational qualifications—an outcome that reflects the effectiveness of gender equality and professional development initiatives. Across all school types, school heads consistently demonstrated high effectiveness in all leadership roles, with no significant differences in performance when grouped by demographic factors such as sex, years of service, or educational attainment. Their OPCR ratings uniformly fell within the "Very Satisfactory" range, with no significant variations across school types. Similarly, teachers' IPCR ratings consistently reached the "Very Satisfactory" level. A significant positive relationship was found between the performance of school heads and that of teachers, with the role of fostering a supportive working environment showing the strongest correlation with teacher performance. Additionally, the role of managing fiscal and human resources emerged as the only leadership function that significantly predicts teacher performance across all school types. In light of these findings, the study proposes the Leadership-Performance Nexus Theory in Education (LPNTE) as a framework for theoretical development and enhancement. The study recommends that school heads prioritize resource management to enhance teacher performance, focusing on the provision of essential materials, support, and professional development. Creating a supportive work environment is also vital for boosting teacher motivation and satisfaction. Leadership development programs should emphasize instructional leadership and conflict resolution to sustain leadership effectiveness. Teachers are encouraged to collaborate to improve job satisfaction, motivation, and student outcomes while aligning resources with leadership initiatives, engaging in professional development, and providing constructive feedback. The Department of Education is urged to invest in leadership development for school heads, with emphasis on resource management and the creation of supportive environments, while also promoting gender equality in leadership roles and refining performance monitoring systems. Future research is encouraged to explore how school heads create supportive work environments and how these strategies impact teacher performance. Longitudinal and comparative studies are needed to assess how leadership practices evolve, particularly within the framework of LPNTE. Researchers are also encouraged to examine how demographic factors influence leadership effectiveness. Finally, further studies should investigate leadership roles beyond resource management to identify additional factors that enhance teacher performance.

Keywords: *performance, school's vision, mission, and goals, instructional program, favorable school climate, supportive working environment, and fiscal and human resources*

Introduction

Quality education is a key global challenge, and governments are increasingly recognizing its importance for human capital development. In the Philippines, reform initiatives have concentrated on improving quality and access through the establishment of integrated schools that are expected to provide an integrated school experience. This initiative is in line with the UN Sustainable Development Goal 4 on equitable education (UNESCO, 2018). However, there are these nagging worries that school managers are not particularly good at managing or performing overall. Understanding the relationship between teaching efficacy and school leadership is critical to overcoming challenges in varied learning environments. Strong school heads play a central role in promoting inclusive learning environments that support students (Leithwood et al., 2020).

Studies consistently emphasize the importance of school leadership in fostering a strong institutional culture and enhancing overall school performance (Hussain & Khan, 2022). School administrators play a crucial role in enhancing teacher performance and fostering a healthy educational climate (Banda, 2020). In addition, the work of Pant (2023) highlights the importance of good school leadership in improving not just teacher performance but also student results, especially in the context of South Asia. Interestingly, the results

from Hezekiah et al. (2023) validate the effectiveness of school heads as leaders, with Aquino et al. (2021) demonstrating how leadership styles directly impact both the academic and social aspects of schools. Collectively, these observations highlight the central significance of strong school leadership in building the future of Gingoog City's education.

Through the School-Based Management (SBM) Program (D.O. 083, 2012), DepEd launched multiple initiatives to boost school head and teacher performance. Through the Philippine Development Plan 2017–2022, the government declares its dedication to enhancing education quality by advancing school leadership and teacher skills (National Economic & Development Authority, 2017). The Department of Education seeks to transform school stakeholders into collaborative partners who deliver accessible, high-quality education to learners while maintaining children's rights and fostering respect and well-being in educational settings (D.O. 026, 2022).

Practical education in both regular and integrated schools depends on a clear understanding of the roles of school leaders. The responsibilities of school leaders now extend beyond administration and directly influence both school and student performance. This requires clearly defined duties, continuous professional development, and recognition of their impact on educational outcomes. Bush (2024) finds that leadership, particularly that of school heads and teacher leaders, plays a significant role in student achievement. Similarly, Tedla and Kilango (2022) demonstrate that principals' actions, including classroom monitoring and goal setting, have a significant impact on improving student performance in Changchun, China. Instructional leadership, which entails setting the vision of the school, monitoring the instructional program, and creating a good school climate, is also key to achievement (Manasseh, 2016).

This research aimed to investigate the roles and performance of school heads and the teaching performance in regular public elementary, secondary, and integrated schools in Gingoog City, Philippines, to provide a comprehensive perspective on school leadership and teaching performance. To do this, the research initially profiled and assessed the extent to which the school heads exhibited roles and tasks in the said schools.

The research also investigated the performance of school heads in elementary, secondary, and integrated schools and whether their performance was different in these three educational settings. It also explored how the performance and roles of school heads impacted teaching performance in those schools.

The findings of the study were anticipated to provide practical insights into how education could be enhanced in Gingoog City by delineating the determinants of effective school leadership and teaching performance. In particular, the researcher aimed to fill the research gap by examining the roles and performance of school heads in regular and integrated schools in the Philippines. Through the study of school heads' roles and performance, as well as teaching performance, in regular public elementary, secondary, and integrated schools in Gingoog City, the research shed light on the peculiar challenges and opportunities presented by these schools.

The researcher used the outcome of the Office Performance Commitment and Review (OPCR) rating for school heads' performance in the 2021–2022 school year, as well as the Individual Performance Commitment and Review (IPCR) rating for teachers' performance in the same year. The research involved 16 school administrators and 274 teachers from six regular elementary schools (three central and three non-central), five regular secondary schools, and five public integrated schools in Gingoog City Division, Philippines.

The distinctive character of integrated schools presents specific challenges to educational leaders, as they must deal with a heterogeneous set of teachers and learners at both elementary and secondary levels. The conversion of 14 out of 79 of the city's elementary schools into integrated schools during the 2015–2019 school years posed significant challenges to school heads, who are tasked with administering the operation of both elementary and secondary schools within one campus. The expanded duties affected 13 out of 14 school heads assigned to integrated schools, most of whom were elementary teachers by profession.

Research Questions

The researcher investigated the roles and performance of school heads and the teaching performance of regular public elementary, secondary, and integrated schools in Gingoog City, Philippines. Specifically, the study attempted to answer the following questions:

1. What is the profile of the school heads managing elementary, secondary, and integrated schools in terms of:
    1.1. sex;
    1.2. number of years in the service; and
    1.3. highest educational attainment?
2. As rated by the school heads and teachers, to what extent are the roles demonstrated by the school heads of elementary, secondary, and integrated schools in Gingoog City Division in the following areas:
    2.1. defining the school's vision, mission, and objectives;
    2.2. promoting a favorable school climate;
    2.3. managing the instructional program;
    2.4. developing a supportive working environment; and
    2.5. managing fiscal and human resources?
3. Is there a significant difference in the respondents' ratings of the extent of roles demonstrated by the school heads of elementary, secondary, and integrated schools in Gingoog City Division when grouped according to their profiles?
4. What is the level of performance of school heads based on their OPCR for the school year 2021-2022 according to their

group in the elementary, secondary, and integrated schools?
5. Is there a significant difference in the performance of school heads' roles across elementary, secondary, and integrated schools based on their OPCR?
6. What is the level of teachers' performance based on their IPCR for the school year 2021-2022 when they are grouped according to elementary, secondary, and integrated schools?
7. Is there a significant relationship between the school heads' performance in elementary, secondary, and integrated schools and teachers' performance?
8. Is there a significant relationship between school heads' demonstration of their roles in elementary, secondary, and integrated schools and teachers' performance?
9. Which of the roles of school heads, singly or in combination, predict the performance of teachers in elementary, secondary, and integrated schools?
10. Based on the results of the study, what theory development and enhancement framework may be proposed, respectively?

Methodology

Research Design

This study utilized a quantitative descriptive correlational design to explore the relationship between school heads' roles and performance and teaching performance (Clark, 2014). A survey questionnaire was employed to analyze the attitudes, trends, and opinions of a population sample (Creswell, 2014). The quantitative descriptive correlational design allowed the researcher to examine relationships between variables without controlling or manipulating them, thereby reflecting the strength and direction of the relationships, which may be either positive or negative (Bhandari, 2021).

The study investigated the relationship between school heads' roles and performance (independent variable) and teaching performance (dependent variable) in public elementary, secondary, and integrated schools in Gingoog City, Philippines. It examined how the roles and performance of school heads influenced the performance of teachers. The research aimed to explain, explore, and identify significant connections and differences among these variables across the three types of schools.

The quantitative descriptive correlational design followed a structured approach to exploring relationships between variables. First, the independent and dependent variables were identified, and a research question or hypothesis was formulated. Representative samples were then selected using appropriate sampling methods. Data were collected using reliable instruments, including surveys and existing datasets. Statistical analyses were conducted to assess the strength and direction of the relationships, often using correlation coefficients. The findings were interpreted in relation to the hypothesis, and results were reported along with their limitations and implications for future research (Mertler, 2021). This approach enabled the quantification of relationships between variables.

In this study, survey responses were collected from 274 teachers, including 106 from elementary schools, 96 from secondary schools, and 72 from integrated schools. Permission was obtained from the Schools Division Superintendent, and all respondents provided written consent. A random sampling technique was employed to select the participating teachers.

Respondents

In all the target schools, the principals and head teachers were referred to as school heads within the context of this study (R.A. 9155, 2001). The school heads and teachers shared similar characteristics, as they received the same basic training in instructional practices. The choice of respondents for this study was based on the understanding that while school heads provided instructional leadership in fulfilling their roles, the teachers were directly involved in implementing instructional programs. Therefore, teachers were considered the most suitable evaluators of the leadership and management practices of their school heads.

The sample of 274 teachers was selected using simple random sampling, a method in which every teacher had an equal chance of being chosen (Cherry, 2021). Each teacher was assigned a number, which was written on a piece of paper and placed into a container. Numbers were then drawn at random, and the corresponding teachers were included in the sample. Although this method can be time-consuming and resource-intensive, it provides the best chance of producing an unbiased and representative sample (Cherry, 2021). In simple random sampling, every member of the population has an equal opportunity to be selected (Thomas, 2020).

Table 1. *Distribution of Elementary School Respondents*

Respondents	*School Heads*	*Teachers*	
		N	*n*
Bay-Bay Lunao Elementary School	1	16	12
Doña Josefa Pelaez Reyes C S	1	24	20
Manuel Lugod Central School	1	62	44
Mimbunga Elementary School	1	9	5
Odiongan Central School	1	20	16
Pangasihan Elementary School	1	14	9
Total	6	145	106

Table 2. *Distribution of Secondary School Respondents*

Respondents	*School Heads*	*Teachers*	
		N	*n*
Anakan National High School	1	28	20
BACKKISMI National High School	1	15	10
Jacinto D. Malimas NHS	1	33	25
San Luis National High School	1	28	23
Talisay National High School	1	23	18
Total	5	127	96

Table 3. *Distribution of Integrated School Respondents*

Respondents	*School Heads*	*Teachers*	
		N	*n*
Anakan National High School	1	25	22
BACKKISMI National High School	1	13	10
Jacinto D. Malimas NHS	1	15	12
San Luis National High School	1	21	17
Talisay National High School	1	14	11
Total	5	88	72

Instrument

In this research endeavor, a diverse array of four (4) instruments was employed to gather comprehensive data. These tools included the School Head's Self-Evaluation Questionnaire, the Teachers' Evaluation Questionnaire, the Office Performance Commitment and Review (OPCR), and the Individual Performance Commitment and Review (IPCR).

Quantitative data were primarily gathered using two questionnaires: the Questionnaire for Self-Evaluation of the School Head's Roles and the Questionnaire for Teachers Evaluating the School Head's Roles. These 30-item assessment tools were adapted and modified from the domains outlined in the Philippine Professional Standards for School Heads (PPSSH), which define the duties and functions of school heads (D.O. 24, 2020; R.A. 9155, 2001).

The reliability of both questionnaires was assessed using Cronbach's alpha, which yielded a high reliability score of 0.966. This result indicates that the questionnaires are highly reliable, demonstrating strong internal consistency among the items. Such a score suggests that the instruments are suitable for measuring the intended construct—the roles and functions of school heads—and can provide dependable data for research analysis (Taber, 2017).

To evaluate the performance of school heads and teachers, the Office Performance Commitment and Review (OPCR) and the Individual Performance Commitment and Review (IPCR) for the 2021–2022 school year were utilized. These assessments were based on the competencies outlined in the Results-Based Performance Management System (RPMS), as specified in DepEd Order No. 002, s. 2015 and DepEd Order No. 24, s. 2020.

Procedure

In preparation for data collection, the researcher wrote to the Office of the Schools Division Superintendent (SDS) to request permission to conduct the study in 16 public schools in Gingoog City, Philippines. Upon receiving the approved research authorization letter from the SDS, courtesy calls were made to the respective school heads to deliver a copy of the authorization, explain the purpose of the study, and address any logistical concerns.

The data-gathering procedure was carefully planned and executed to ensure accuracy, reliability, and inclusivity. With clearly defined research objectives, appropriate data collection methods—specifically, questionnaires for school heads and teachers—were employed. The administration of these questionnaires was meticulously organized to accommodate the diversity of school settings, including elementary, secondary, and integrated schools. Consideration was given to scheduling and the approach used, ensuring that all school types were adequately represented and that respondents clearly understood the purpose and content of the survey.

With an approved schedule from the Schools Division Superintendent's Office, the distribution of questionnaires was organized by district based on the proximity of the respondent schools. Data collection was carried out on specific dates across the six districts. In North 1, which included two elementary schools and two regular secondary schools, data were gathered on March 20–21, 2023. This was followed by North 2, where data from one integrated school were collected on March 22, 2023. In East 2, data were gathered from one elementary school and one regular secondary school on March 28–29, 2023. The South 2 district, which consisted of one elementary school, one regular secondary school, and one integrated school, was visited on April 3–4, 2023. In West 2, data collection took place on April 11–12, 2023, involving one elementary school and two integrated schools. Finally, West 3—comprising one elementary school, one regular secondary school, and one integrated school, was visited on April 13–14, 2023. Strict adherence to this schedule ensured the orderly, systematic, and timely collection of data across all selected sites.

On the scheduled dates, the researcher returned to each school to brief the respondents on the study's objectives and provide clear

instructions for completing the questionnaires. The questionnaires were administered and collected immediately after completion to minimize the risk of data contamination. This direct and organized approach resulted in a 100% response rate.

Data Analysis

In this data analysis, statistical tools such as Frequencies, Percentages, Mean, Standard deviation (SD), Two-way ANOVA, One-way ANOVA, Correlation coefficient (r), and Multiple Regression Analysis were used. These methods helped assess the performance of school heads and teachers, identify trends, and examine relationships and impacts among variables.

Frequencies were used to provide a count of occurrences in each category, such as the number of male and female respondents.

Percentages were used to express the frequency of each category as a proportion of the total sample size.

Mean was used to summarize and describe the central tendency of the school heads' roles.

Standard deviation (SD) was used to assess the variability or spread of performance scores within each group, indicating how consistent or varied the performance levels are among the school heads.

Two-way ANOVA was used to assess the impact of school category and sex on the ratings of school heads' roles and determine if there are significant differences based on these factors.

A one-way ANOVA was used to determine whether there are any statistically significant differences in the performance of school heads across different school types (elementary, secondary, and integrated schools) based on their OPCR scores.

The correlation coefficient (Pearson r) was used to measure the strength and direction of the linear relationship between school head roles and teacher performance.

Multiple Regression Analysis was used to determine which roles of school heads, either individually or in combination, predict the performance of teachers in elementary, secondary, and integrated schools.

Ethical Considerations

The researcher collected data from human subjects through filled-out questionnaires. These participants, referred to as respondents or conversational partners, were selected based on their knowledge and experience of the research topic, their willingness to participate, and their signing of the Ethics Informed Consent Form.

The respondents were oriented on the nature and purpose of the study, the reasons for their selection, the benefits and risks involved, and their rights as respondents, which included the right to end their involvement without the need for explanation, to choose which questions to answer, and to refuse to answer some items. The researcher assured all participants that their responses would be kept confidential and their identities would be kept anonymous.

Furthermore, the study by Laryeafio and Ogbewe (2023) emphasized that ethical considerations are fundamental in any form of research, as they enable the researcher to obtain genuine and honest responses from participants during data collection.

Results and Discussion

This section presents the findings of a quantitative descriptive correlational study that examined the roles and performance of school heads in elementary, secondary, and integrated schools within the Gingoog City Division. The data were gathered through surveys and analyzed using appropriate statistical methods. The results offer a comprehensive view of the dynamics of educational leadership and its influence on teacher performance within the division. Specifically, the study provides detailed profiles of school heads, insights into how they fulfill their roles, their performance ratings, and the corresponding teaching performance of their staff. Furthermore, the study proposes a theoretical framework that illustrates the relationship between school heads' leadership roles, their performance, and teaching practices.

Problem 1. What is the profile of the school heads managing elementary, secondary, and integrated schools in terms of sex, number of years in service, and highest educational attainment?

Table 4 presents data on the respondents' profiles in terms of sex, years of service, and highest educational attainment. This demographic profile of the school heads managing elementary, secondary, and integrated schools in Gingoog City provides valuable insights into the educational leadership landscape. Frequencies were used to count occurrences within each category, such as male and female respondents. At the same time, percentages represent these frequencies as a proportion of the total sample size.

Table 4 reveals a notable gender disparity in school leadership, with 75% of school heads being female. This reflects a broader societal trend toward increasing female representation in educational leadership, particularly within primary education. This shift underscores the success of initiatives aimed at empowering women to take on leadership roles, fostering a more collaborative and inclusive school culture. However, to ensure a balanced range of perspectives, it remains essential to promote gender diversity in leadership by encouraging male representation and addressing any barriers to gender equity.

Table 4. *Demographic Characteristics of the School Head Respondents*

Characteristics	*Frequency*	*Percentage (%)*
Sex		
Male	4	25.00
Female	12	75.00
Total	16	100.00
Number of Years in Service		
1 year	0	0.00
2–4 years	1	6.25
5–9 years	2	12.50
10–15 years	10	62.50
More than 15 years	3	18.75
Total	16	100.00
Highest Educational Attainment		
MA Units	5	31.25
MA Degree	4	25.00
PhD Units	3	18.75
PhD Degree	4	25.00
Total	16	100.00

The predominance of female school heads has positive implications for shaping school policies that address diverse educational needs. Studies have shown that women are more prevalent in primary and secondary leadership roles, often attributed to their nurturing leadership styles (Adto-Morallos, 2022; Gerola & Meimban, 2023).

However, research by Aguilar (2023) and Harris and Jones (2015) indicates no significant difference in leadership competencies between genders except in instructional skills. This highlights the importance of a collaborative vision in leadership. This skill can be effectively developed by both male and female leaders.

Table 4 highlights a leadership group with significant experience, as none of the school heads have been in their roles for less than two years. The majority (62.5%) have 10-15 years of experience, and 18.75% have over 15 years, indicating stable leadership and a deep understanding of the education sector. This level of expertise enables leaders to navigate challenges effectively and make informed decisions that benefit both staff and students.

Additionally, long tenure can foster mentorship and professional development, contributing to a positive school culture. However, continuous professional growth is essential to prevent stagnation and ensure responsiveness to evolving educational needs.

This finding aligns with Hallinger (2018), who emphasized that experienced leaders are better equipped to manage complex tasks and build strong community relationships. Such leaders are adept at fostering partnerships with families and local communities, creating supportive and caring school environments. However, to maintain progress, it is essential to ensure that experienced leaders remain open to new ideas and innovative practices.

Table 4 also reveals a diverse range of educational qualifications among school heads, with 31.25% holding master's degree units, 25% having completed a master's degree, 18.75% with doctoral degree units, and 24% holding a PhD. This distribution emphasizes the importance of advanced education for effective leadership in schools. Research indicates that higher educational attainment among school leaders is associated with improved strategic planning and instructional leadership (Robinson et al., 2018). The data suggest that ongoing professional development and support for leaders to complete advanced degrees are crucial for fostering continuous improvement in schools and enhancing student outcomes.

These findings also align with previous studies on gender equality, leadership experience, and the value of educational qualifications. The dominance of female school heads supports research by Adto-Morallos (2022) and others, while the long tenure among leaders highlights the importance of stability and strong community ties (Rivera & Ibarra, 2020). The varied educational attainment among the leaders suggests that a combination of qualifications, experience, and specialized training is essential for effective leadership as leaders work to create inclusive learning environments (Ciocon, 2022). However, practical experience and adaptability to change remain equally crucial for effective leadership.

The demographic profile of school heads in Gingoog City highlights the success of initiatives promoting gender equality and professional development, as evidenced by a predominance of female leaders with significant experience and advanced educational qualifications. This reflects progress toward gender equity and emphasizes the importance of fostering an inclusive environment with continuous professional development opportunities.

While the stability provided by experienced leaders is valuable, it is also crucial to encourage male leadership to ensure diverse decision-making. The variation in educational attainment indicates that advanced degrees enhance strategic planning and instructional leadership, underscoring the need for stakeholders to support school leaders' academic pursuits.

Problem 2. As rated by the school heads and teachers, to what extent are the roles demonstrated by the school heads of elementary, secondary, and integrated schools in Gingoog City Division in the following areas: defining the school's vision, mission, and objectives, promoting a favorable school climate, managing the instructional program, developing a supportive working environment, and managing fiscal and human resources?

The ratings for this problem, based on mean calculations, assess the extent to which school heads in elementary, secondary, and integrated schools in the Gingoog City Division demonstrate key leadership roles, as evaluated through feedback from both school heads and teachers. The areas assessed include defining the school's vision, mission, and goals, managing the instructional program, fostering a favorable school climate, developing a supportive learning environment, and managing fiscal and human resources. These ratings provide valuable insights into the effectiveness of school heads' leadership in enhancing educational delivery and shaping the overall school environment.

Table 5. *Level of Roles Demonstrated by the School Heads for Defining School Head's Vision, Mission, and Goals*

Indicators	*Elementary Mean*	*Secondary Mean*	*Integrated Mean*	*Overall Mean*	*Description*
1. Set the mission, vision, goals, and objectives of the school with the teachers, parents, and stakeholders.	4.33	5.00	4.60	4.64	Very High
2. Develop the plans that are easily understood and used by teachers and stakeholders.	4.83	4.60	4.40	4.61	Very High
3. Provide technical inputs in crafting the strategic plan (SIP, BE-LRCP) of the school as well as improving the level of SBM.	4.17	4.60	4.60	4.46	High
4. Use needs assessment or other formal and informal methods to secure staff input on goal development.	4.17	4.20	4.20	4.19	High
5. Use data on student performance when developing the school's academic goals.	4.83	4.40	4.60	4.61	Very High
6. Discuss and communicate the school's academic goals with teachers and parents during meetings.	4.67	5.00	4.60	4.76	Very High
Grand Mean	4.50	4.63	4.50	4.55	Very High

Legend: 4.500–5.000 Outstanding; 3.500–4.499 Very Satisfactory; 2.500–3.499 Satisfactory; 1.500–2.499 Unsatisfactory; Below 1.499 Poor

Table 5 presents an analysis of common indicators across elementary, secondary, and integrated schools, highlighting strengths in goal-setting and communication but challenges in staff involvement and input. Elementary school heads excel in developing clear plans and using student performance data to set academic goals, scoring 4.83 and demonstrating strong skills in accessible planning and data-driven goal-setting. However, their lower score of 4.17 for providing technical inputs for strategic planning and securing staff input suggests gaps in involving staff and expert opinions in the process—an area Leithwood and Jantzi (2014) and Sun and Leithwood (2015) argue is crucial for effective leadership. These results suggest that while the goals are clear, the processes for involving staff and incorporating expert input are less robust. Secondary school heads perform exceptionally well in setting the mission, vision, and goals, as well as in communicating these goals (5.00). However, their lower score of 4.20 for using needs assessments reveals a lack of structured staff involvement in goal development. While secondary school heads are highly effective in engaging their school communities in shaping and aligning the school's direction, they exhibit a potential gap in the structured involvement of staff in the goal-setting process. Integrated school heads perform similarly well in setting goals, providing technical inputs, and communicating with stakeholders (4.60), but face challenges with staff input in goal development, as reflected in their score of 4.20. These results align with the work of Leithwood and Jantzi (2014), Sun and Leithwood (2015), and Fullan (2014), who emphasize the importance of inclusive leadership and systematic feedback processes for fostering effective school leadership and goal alignment.

Table 5 also shows the overall results, indicating that secondary school heads have a slightly higher mean score (4.63) in defining the school's vision, mission, and goals compared to elementary and integrated school heads, both of whom scored 4.50. The grand mean of 4.55 indicates that, overall, school heads across all levels demonstrate strong performance in this area, with secondary school leaders slightly excelling in engaging stakeholders and setting clear goals. Additionally, the highest mean score of 4.76 was achieved for discussing and communicating academic goals, reflecting strong stakeholder engagement and clear communication. However, the lowest score of 4.19 for using needs assessments in goal development suggests a need for more structured staff involvement. This gap presents an opportunity for school heads to improve feedback collection, enhance goal alignment, and foster greater ownership.

Table 6 presents an analysis of common indicators across elementary, secondary, and integrated schools, revealing strengths in instructional leadership with some gaps in individualized support and communication. Elementary school heads excel in instructional supervision and providing feedback on instructional practices, scoring 4.67, reflecting their strong oversight. This aligns with Blazar and Kraft's (2017) findings on the importance of feedback for improving teaching. However, their lower score of 4.17 for individual meetings with teachers highlights a missed opportunity for more personalized communication, suggesting a need for better one-on-one support to address student outcomes. Secondary school heads also perform well in instructional supervision (5.00).

Table 6. *Level of Roles Demonstrated by the School Heads for Managing the Instructional Program*

Managing the Instructional Program Indicators	*Elem. Mean*	*Sec. Mean*	*Integ. Mean*	*Overall Mean*	*Description*
1. Craft with teachers and stakeholders and implement the BE-LRCP and being accountable for higher learning outcomes.	4.33	4.60	4.40	4.44	High
2. Develop a comprehensive Instructional Supervisory Plan to improve the teaching-learning processes.	4.50	4.40	4.40	4.43	High
3. Perform instructional supervision to achieve desired learning outcomes.	4.67	5.00	4.40	4.69	Very High
4. Point out specific strengths and weaknesses in teacher's instructional practices in post-observation feedback (e.g., in conference, written evaluations).	4.67	4.80	4.40	4.62	Very High
5. Meet individually with teachers to discuss student progress.	4.17	4.20	4.40	4.26	High
6. Discuss academic performance results with the teachers and parents to identify curricular strengths and weaknesses for adjustments.	4.33	4.20	4.40	4.31	High
Grand Mean	4.44	4.57	4.40	4.46	High

Legend: 4.50–5.00 = Very High (VH), 3.50–4.49 = High (H), 2.50–3.49 = Moderate (Mod), 1.50–2.49 = Low (L), 1.00–1.49 = Very Low (VL)

However, their lower score of 4.20 for individual meetings with teachers and discussions on academic performance indicates a gap in personalized interactions, as noted by Leithwood et al. (2020) and Blazar and Kraft (2017), who emphasize the importance of tailored feedback and collaboration to improve student progress. Integrated school heads display a balanced approach to instructional leadership, with consistent scores of 4.40 across all indicators, suggesting effective but not outstanding performance. This uniformity reflects a holistic leadership approach but also points to areas for potential improvement, as noted by Sebastian and Allensworth (2019) and Leithwood et al. (2020), who advocate for both comprehensive oversight and ongoing, personalized engagement with staff and students.

Table 6 also shows the overall results, indicating that secondary school heads (4.57) perform slightly better than elementary school heads (4.44) and integrated school heads (4.40), with a grand mean of 4.46. The highest score of 4.69 for instructional supervision highlights the importance of leadership in guiding instruction. In contrast, the lower score of 4.26 for individual meetings with teachers suggests a gap in one-on-one engagement. This presents an opportunity for school leaders to enhance personalized support for teachers. Improving individual meetings with teachers could further strengthen school effectiveness.

Table 7. *Level of Roles Demonstrated by the School Heads for Promoting a Positive School Climate*

Promoting a Positive School Climate Indicators	*Elem. Mean*	*Sec. Mean*	*Integ. Mean*	*Overall Mean*	*Description*
1. Create an environment within the school that is conducive to teaching and learning.	4.50	4.40	4.40	4.43	High
2. Manage all personnel, physical and fiscal resources of the school.	4.67	4.20	4.60	4.49	High
3. Lead in the development of Learning Action Cell (LAC) plan and oversee and monitor the implementation of activities therein.	4.67	4.40	4.60	4.56	Very High
4. Encourage teachers to maximize instructional time for teaching and practicing new skills and concepts.	4.67	4.60	4.60	4.62	Very High
5. Visit classrooms to discuss school issues with teachers and students and to ensure school safety.	4.17	4.40	4.40	4.32	High
6. Support teachers' ambition to pursue their post-graduate studies and gives them with equal chances to seminars and trainings.	4.83	4.60	4.60	4.68	Very High
Grand Mean	4.58	4.43	4.53	4.52	Very High

Legend: 4.50–5.00 = Very High (VH), 3.50–4.49 = High (H), 2.50–3.49 = Moderate (Mod), 1.50–2.49 = Low (L), 1.00–1.49 = Very Low (VL)

Table 7 presents an analysis of common indicators across elementary, secondary, and integrated schools, revealing both strengths and areas for improvement. Elementary school heads demonstrate a strong commitment to professional growth, scoring 4.83 for teacher development, which aligns with Darling-Hammond et al.'s (2017) emphasis on the importance of professional development. However, their lower score of 4.17 for classroom visits and safety suggests challenges in balancing teacher support with school environment engagement, as highlighted by Sebastian and Allensworth (2019). Secondary school heads also show strong support for professional growth, particularly in instructional time (4.60). However, their lower score of 4.20 for resource management indicates gaps in addressing resource allocation, aligning with Muliati et al. (2022). Integrated school heads maintain consistent performance across all indicators (4.60). However, their lower scores for creating a conducive learning environment and conducting classroom visits (4.40) indicate areas for improvement, aligning with Wang and Degol (2016) and Sebastian and Allensworth (2019), who stress the importance of a positive and safe learning environment.

Table 7 also presents the overall results for the roles demonstrated by school heads in promoting a favorable school climate, showing

strong performance across all school types, with the highest mean score of 4.68 for supporting teacher professional development. This indicates that school heads are highly effective in fostering professional growth and supporting teachers' development. However, the lowest mean score of 4.32 for classroom visits and safety measures suggests room for improvement in engaging directly with teachers and students to address school climate and safety. As emphasized by Sebastian and Allensworth (2019), school safety and leadership presence are key factors in maintaining a positive and supportive learning environment. These findings suggest that while school heads excel in promoting professional development, enhancing direct engagement and ensuring a safe, supportive environment are essential for improving school climate and boosting student outcomes.

Table 8. *Level of Roles Demonstrated by the School Heads for Developing a Supportive Learning Environment*

Developing a Supportive Learning Environment Indicators	*Elem. Mean*	*Sec. Mean*	*Integ. Mean*	*Overall Mean*	*Description*
1. Offer educational programs, projects and activities which provide equitable opportunities for all learners in the community.	4.67	4.60	4.40	4.56	Very High
2. Establish school and community networks and encourage the active participation of teachers' organization, non-academic personnel and parent-teacher association.	4.67	4.40	4.40	4.49	High
3. Enforce safety policies and procedures to ensure school buildings are clean and safe to effectively support instruction.	4.33	4.60	4.60	4.51	Very High
4. Encourage teachers to invite parents to discuss students' academic progress.	5.00	5.00	4.60	4.87	Very High
5. Solicit support from the school stakeholders to fund instructional and co-curricular activities.	4.17	4.20	4.20	4.19	High
6. Organize sessions for teachers to brainstorm on ways to improve students' academic performance.	4.83	4.40	4.40	4.54	Very High
Grand Mean	4.61	4.53	4.43	4.53	Very High

Legend: 4.50–5.00 = Very High (VH), 3.50–4.49 = High (H), 2.50–3.49 = Moderate (Mod), 1.50–2.49 = Low (L), 1.00–1.49 = Very Low (VL)

Table 8 presents an analysis of common indicators across elementary, secondary, and integrated schools, revealing a strong emphasis on parental involvement but challenges in securing stakeholder support. Elementary and secondary school heads both achieve a high score of 5.00 for encouraging parent-teacher engagement, demonstrating effective communication and collaboration, which aligns with Goodall and Montgomery's (2014) findings on the positive impact of parental involvement. However, both face lower scores of 4.17 and 4.20, respectively, for soliciting stakeholder support, highlighting difficulties in securing adequate resources, as noted by García and Weiss (2019). Integrated school heads also score well on parental engagement and safety (4.60), but their lowest score of 4.20 for soliciting stakeholder support points to similar challenges in resource acquisition. These findings underscore the importance of parental involvement and a supportive, safe environment, as emphasized by Boser et al. (2018). They also suggest that enhancing stakeholder support could further strengthen educational sustainability and program effectiveness.

Table 8 also presents the overall results for the roles demonstrated by school heads in developing a supportive learning environment, revealing a strong emphasis on offering equitable educational opportunities. The highest mean score of 4.56 was given for offering equitable educational opportunities, reflecting the school heads' commitment to fostering inclusive educational environments. However, the lowest mean score of 4.19 for soliciting stakeholder support suggests challenges in securing the necessary financial resources from stakeholders.

Table 9. *Level of Roles Demonstrated by the School Heads for Managing Fiscal and Human Resources*

Managing Fiscal and Human Resources Indicators	*Elem. Mean*	*Sec. Mean*	*Integ. Mean*	*Overall Mean*	*Description*
1. Facilitate in the crafting of Budget Execution Documents such as AIP, MDP, SOB, PPMP and APP.	4.67	5.00	4.60	4.76	Very High
2. Monitor the utilization of school funds such as MOOE, SBFP, and other funds.	4.83	5.00	4.80	4.87	Very High
3. Administer and manage all personnel, physical and fiscal resources of the school.	4.67	4.60	4.60	4.62	Very High
4. Distinguish exemplary performing personnel and stakeholders through rewards and recognition.	4.83	4.80	4.40	4.68	Very High
5. Disburse the funds on priority needs and facilitate the liquidation of funds on time subject to the usual accounting and auditing rules and regulations.	5.00	4.80	4.80	4.86	Very High
6. Involve the school BAC in the allocation of school budget to maintain transparency.	5.00	4.83	4.80	4.87	Very High
Grand Mean	4.83	4.78	4.67	4.77	Very High

Legend: 4.50–5.00 = Very High (VH), 3.50–4.49 = High (H), 2.50–3.49 = Moderate (Mod), 1.50–2.49 = Low (L), 1.00–1.49 = Very Low (VL)

Table 9 highlights an analysis of financial management indicators across elementary, secondary, and integrated school heads, revealing strengths in budgeting and resource allocation alongside areas for improvement in technical aspects and staff recognition. Elementary

school heads excel in prioritizing financial resources, with a high score of 5.00 for disbursing funds and involving the school BAC in budget allocation, indicating transparency and effective budgeting processes, which are essential for maintaining trust (Leithwood et al., 2020). However, their lower score of 4.67 for facilitating budget execution documents and administering school resources suggests a need for refinement in the technical aspects of financial management, as noted by Valenzuela and Bienvenido (2021).

Similarly, secondary school heads perform well in budgeting, with a score of 5.00 for facilitating budget execution and monitoring fund utilization. However, their score of 4.60 for administering school resources indicates potential gaps in managing broader resource areas, such as personnel and assets (Leithwood et al., 2020). Integrated school heads also demonstrate effective financial management, with a score of 4.80 for monitoring fund utilization and involving the BAC in budget processes. However, their lower score of 4.40 for recognizing exemplary performance suggests an opportunity to improve staff motivation through better reward and recognition systems. This aligns with Leithwood et al.'s (2020) emphasis on resource allocation and fostering a culture of recognition to enhance school performance.

Table 9 also shows the overall means, highlighting strong leadership in financial management. Monitoring school funds and involving the school BAC in budget allocation received the highest mean of 4.87. This demonstrates school heads' effectiveness in ensuring financial transparency and accountability. However, the lower mean of 4.62 for managing school resources suggests a gap in broader resource management. Enhancing personnel and resource management while maintaining fiscal transparency could further strengthen school effectiveness and support a more cohesive learning environment.

Table 10. *Level of Roles Demonstrated by the School Heads*

Indicators	*Elem. Mean*	*Sec. Mean*	*Integ. Mean*	*Overall Mean*	*Description*
Defining the School's Vision, Mission, and Goals	4.50	4.63	4.50	4.54	Very High
Managing the Instructional Program	4.44	4.57	4.40	4.47	Very High
Promoting a Positive School Learning Climate	4.58	4.43	4.53	4.51	Very High
Developing a Supportive Working Environment	4.61	4.53	4.43	4.52	Very High
Managing Fiscal and Human Resources	4.83	4.83	4.67	4.78	Very High
Grand Mean	4.60	4.60	4.50	4.56	Very High

Legend: 4.50–5.00 = Very High (VH), 3.50–4.49 = High (H), 2.50–3.49 = Moderate (Mod), 1.50–2.49 = Low (L), 1.00–1.49 = Very Low (VL)

The results of the various leadership roles demonstrate that school heads across elementary, secondary, and integrated schools exhibit strong commitment and competence in defining the school's vision, mission, and goals. The mean scores for this area are relatively high across all school types, with secondary school heads scoring slightly higher (4.63). This suggests that school heads are prioritizing the clarity and alignment of their school's vision, mission, and goals, which is essential for creating a cohesive educational environment. The importance of clear and shared goals in guiding school-wide decision-making is supported by García and Weiss (2019), who emphasize that such clarity is foundational to fostering academic success and social mobility. This finding highlights the effectiveness of school heads in establishing a strong directional framework, regardless of school type, to improve student outcomes and maintain a focused approach to educational development.

When examining the broader leadership roles, including managing the instructional program, promoting a favorable school learning climate, and developing a supportive working environment, the results show that school heads are highly effective in most areas, with a few differences across school types. Managing fiscal and human resources stands out with the highest mean score of 4.83 for both elementary and secondary schools, reflecting school heads' proficiency in resource allocation and management—key factors in maintaining a sustainable educational environment.

While there is some variation in scores for promoting a favorable school climate and managing the instructional program, these differences suggest that specific challenges may exist in these areas, particularly in secondary schools, where the scores were slightly lower. García and Weiss (2019) stress that effective leadership in these domains is crucial to ensuring that schools not only function efficiently but also create an environment that supports both academic and social development. Overall, school heads consistently demonstrate high levels of effectiveness across all leadership domains, regardless of school type (elementary, secondary, or integrated).

Problem 3. Is there a significant difference in the respondents' ratings of the extent of roles demonstrated by the school heads of elementary, secondary, and integrated schools in Gingoog City Division when grouped according to their profiles?

The results highlight several key aspects of school leadership and offer insights into gender-based differences in leadership perceptions, as analyzed using a two-way ANOVA. Table 11 indicates that all p-values across variables and categories exceed 0.05, suggesting that gender does not significantly influence the roles of school heads across different school categories. This implies that the leadership practices of male and female school heads are broadly similar, reinforcing the idea that the effectiveness of a school leader is determined more by skills and competencies than by gender. Aguilar (2023) supports this point, stating that gender parity in leadership positively influences school culture and promotes equitable education, aligning with the high ratings for resource management in this study. This suggests that, regardless of gender, managing fiscal and human resources effectively is critical for the success of schools.

Among the three school types—elementary, secondary, and integrated schools—managing fiscal and human resources emerged as the highest-rated indicator in both elementary and secondary schools. In elementary schools, female respondents rated it slightly higher than males (4.90 vs. 4.50). In contrast, in secondary schools, both genders gave nearly identical ratings (4.83). This suggests a shared

understanding of the importance of resource management in those contexts.

Table 11. *Test for different results on the extent of school heads' role across school categories and sex*

Role	*School Category*	*Sex*	*Mean*	*P-value*	*Remarks*
Defining the school's vision, mission, and objectives	Elementary	Male	4.50	0.99	Not Significant
		Female	4.50		
	Secondary	Male	4.33	0.32	Not Significant
		Female	4.71		
	Integrated	Male	4.70	0.41	Not Significant
		Female	4.33		
Promoting a Positive School Learning Climate	Elementary	Male	4.17	0.06	Not Significant
		Female	4.67		
	Secondary	Male	4.00	0.37	Not Significant
		Female	4.54		
	Integrated	Male	4.83	0.35	Not Significant
		Female	4.33		
Managing the Instructional Program	Elementary	Male	4.17	0.48	Not Significant
		Female	4.50		
	Secondary	Male	4.33	0.28	Not Significant
		Female	4.63		
	Integrated	Male	4.50	0.79	Not Significant
		Female	4.33		
Developing a Supportive Working Environment	Elementary	Male	4.50	0.61	Not Significant
		Female	4.63		
	Secondary	Male	4.17	0.32	Not Significant
		Female	4.63		
	Integrated	Male	4.75	0.48	Not Significant
		Female	4.22		
Managing Fiscal and Human Resources	Elementary	Male	4.50	0.07	Not Significant
		Female	4.90		
	Secondary	Male	4.83	0.99	Not Significant
		Female	4.83		
	Integrated	Male	4.90	0.43	Not Significant
		Female	4.50		

This emphasis on fiscal and human resource management aligns with the findings of Sorilla et al. (2023), who assessed the administrative skills of school heads in elementary and secondary schools in the Philippines. Their study focused on instructional leadership, personnel management, and financial management, revealing that school heads—regardless of gender—demonstrated strong competencies in financial management. Additionally, the significance of these skills is supported by Hallinger (2018) and Radu et al. (2017), who argue that leadership behaviors and competencies, rather than gender, are more influential in shaping a school's climate and culture. Effective fiscal and human resource management is essential for the smooth operation of schools, underscoring its role as a cornerstone of school leadership in both elementary and secondary settings.

In contrast, the highest-rated indicator in integrated schools was promoting a positive school learning climate, with both males and females rating it equally high at 4.83. This finding suggests that integrated schools may place a greater emphasis on creating a supportive and positive environment for students, which is crucial for fostering a diverse and inclusive learning space. This aligns with Radu et al.'s (2017) research, which notes that leadership competencies such as creating a favorable learning climate are not constrained by gender but are instead determined by the leader's capabilities. In integrated schools, the ability to cultivate such an environment could be seen as a key competency for all school heads, regardless of gender, ensuring that students thrive in an inclusive setting.

However, the study also reveals interesting gender differences in the lowest-rated indicators. In elementary and integrated schools, both males and females rated managing the instructional program as the lowest. However, females consistently rated it higher than males. For example, in elementary schools, females rated this at 4.50, compared to males' rating of 4.17. In integrated schools, females rated it at 4.33, while males rated it at 4.50. This suggests that females may place more importance on instructional management, possibly due to a greater emphasis on teaching and learning within these school contexts. Burton (2021) suggests that while gender does not necessarily hinder leadership effectiveness, challenges may arise in meeting the diverse needs of students while fostering an inclusive environment, which could influence how school heads prioritize their roles.

These gender differences in the lowest-rated indicators further highlight the nuanced ways in which leadership responsibilities are perceived. In secondary schools, promoting a favorable school learning climate was rated significantly higher by females (4.54) than by males (4.00). This discrepancy might reflect differences in leadership styles, with females potentially prioritizing a positive learning environment more than their male counterparts. However, as the study indicates, the overall priorities between male and female heads do not significantly differ. This finding is consistent with Aguilar's (2023) argument that balanced leadership encompassing both

resource management and the creation of a positive learning environment is crucial for effective school operations.

Ultimately, as Burton (2021) suggests, fostering collaboration, engagement, and inclusivity will help school heads strengthen their climate-building efforts, ultimately creating a more supportive environment for both students and staff. Addressing perception gaps in school climate, particularly regarding male respondents, could contribute to a more harmonious and productive learning environment across gender groups.

Table 12. *Test for difference results on the extent of school heads' role across school categories and number of years as school head*

Role	*School Category*	*Years as School Head*	*Mean*	*P-value*	*Remarks*
Defining the school's vision, mission, and objectives	Elementary	2-4 years	4.33	0.42	Not Significant
		10-15 years	4.39		
		Above 15 years	4.75		
	Secondary	5-9 years	4.70	0.56	Not Significant
		10-15 years	4.56		
	Integrated	10-15 years	4.42	0.51	Not Significant
		Above 15 years	4.83		
Promoting Positive School Learning Climates	Elementary	2-4 years	4.67	0.26	Not Significant
		10-15 years	4.72		
		Above 15 years	4.33		
	Secondary	5-9 years	4.67	0.36	Not Significant
		10-15 years	4.28		
	Integrated	10-15 years	4.12	0.37	Not Significant
		Above 15 years	5.00		
Managing the Instructional Program	Elementary	2-4 years	4.17	0.81	Not Significant
		10-15 years	4.50		
		Above 15 years	4.75		
	Secondary	5-9 years	4.67	0.55	Not Significant
		10-15 years	4.50		
	Integrated	10-15 years	4.25	0.27	Not Significant
		Above 15 years	5.00		
Developing a Supportive Working Environment	Elementary	2-4 years	4.50	0.83	Not Significant
		10-15 years	4.67		
		Above 15 years	4.58		
	Secondary	5-9 years	4.67	0.58	Not Significant
		10-15 years	4.44		
	Integrated	10-15 years	4.29	0.37	Not Significant
		Above 15 years	5.00		
Managing Fiscal and Human Resources	Elementary	2-4 years	5.00	0.73	Not Significant
		10-15 years	4.83		
		Above 15 years	4.75		
	Secondary	5-9 years	4.75	0.54	Not Significant
		10-15 years	4.89		
	Integrated	10-15 years	4.39	0.38	Not Significant
		Above 15 years	4.97		

Table 12 highlights significant differences in the roles of school heads across various areas based on their years of experience, as analyzed using a two-way ANOVA. According to the data, the highest-rated indicator across all school types is managing fiscal and human resources. Elementary school heads with 2 to 4 years of experience rated this indicator at 5.00, while integrated school heads with 15 or more years of experience rated it at 4.97. Secondary school heads with 10 to 15 years of experience rated it at 4.89. This suggests that school heads with longer tenures (15 years and above) are most effective at managing the school's fiscal and human resources. Additionally, managing the instructional program received high ratings, with scores of 4.50 and above, indicating that most school heads prioritize and effectively manage instructional activities.

On the other hand, the lowest-rated indicator across all school types is the promotion of a favorable school learning climate. The ratings were as follows: elementary schools received a score of 4.33 among heads with more than 15 years of experience, secondary schools received a score of 4.28 among heads with 10 to 15 years of experience, and integrated schools received a score of 4.12 among heads with 10 to 15 years of experience. This suggests that, despite its importance, maintaining a consistently positive learning climate presents challenges that vary depending on the school head's experience and the school context. However, as Hallinger and Wang (2015) assert, leadership effectiveness is shaped by a combination of factors, such as skills and adaptability, rather than by years of experience alone. This may help explain the variation in effectiveness when it comes to promoting a favorable school climate.

Moreover, the differences in ratings among school types—elementary, secondary, and integrated schools are generally minor, with

most indicators rated highly (above 4). The column "Years as School Head" suggests that secondary school heads (average rating of 4.53) and integrated school heads with 15 or more years of experience (4.96) are rated slightly higher than elementary school heads (4.59). However, the differences in ratings are statistically insignificant (p-values above 0.05). This suggests that there is no strong statistical evidence to support the notion that the number of years as a school head significantly impacts the roles demonstrated by school heads across different school types. These findings support the notion that school heads, regardless of tenure, generally excel in leadership dimensions.

As Barola and Digo (2022) note, ongoing professional development and adaptability are crucial. This may explain why tenure alone does not significantly affect leadership effectiveness. Statistical tests (with p-values above 0.05) further suggest that years of experience do not notably impact how school heads perform in defining the school's vision, managing the instructional program, or promoting a favorable learning climate. These findings imply that school heads, regardless of tenure, are equally capable in these roles. However, slight performance variations between school types may reflect different challenges, such as the varying needs of elementary versus secondary students. This aligns with Day et al. (2016) and Leithwood et al. (2020), who argue that while experience influences leadership, interpersonal skills and leadership style also play crucial roles.

These findings have important implications for school leadership development. Although school heads excel in managing resources and setting goals, there should be a greater focus on improving the school climate, particularly in integrated schools. Professional development programs should emphasize fostering positive environments and enhancing leadership skills beyond just resource management. Since tenure does not significantly impact leadership effectiveness in most areas, educational policymakers should consider factors such as school context, support systems, and individual leadership styles when evaluating school heads, as highlighted by Spillane and Zuberi (2020) and Grissom and Loeb (2017).

Table 13. *Test for different results on the extent of school heads' role across school categories and educational attainment*

Role	*School Category*	*Educational Attainment*	*Mean*	*P-value*	*Remarks*
Defining the school's vision, mission, and objectives	Elementary	MA Units	4.25	0.68	Not Significant
		Masters	4.67		
		PhD Units	4.50		
		PhD	5.00		
	Secondary	Masters	5.00	0.51	Not Significant
		PhD Units	4.50		
		PhD	4.58		
	Integrated	MA Units	4.61	0.60	Not Significant
		Masters	4.33		
Promoting a favorable school climate	Elementary	MA Units	4.67	0.31	Not Significant
		Masters	4.83		
		PhD Units	4.17		
		PhD	4.58		
	Secondary	Masters	4.83	0.69	Not Significant
		PhD Units	4.33		
		PhD	4.33		
	Integrated	MA Units	4.67	0.55	Not Significant
		Masters	4.33		
Managing the instructional program	Elementary	MA Units	4.67	0.78	Not Significant
		Masters	4.17		
		PhD Units	4.17		
		PhD	4.50		
	Secondary	Masters	4.83	0.54	Not Significant
		PhD Units	4.42		
		PhD	4.58		
	Integrated	MA Units	4.67	0.22	Not Significant
		Masters	4.00		
Developing a supportive working environment	Elementary	MA Units	4.75	0.82	Not Significant
		Masters	4.50		
		PhD Units	4.50		
		PhD	4.58		
	Secondary	Masters	5.00	0.48	Not Significant
		PhD Units	4.42		
		PhD	4.42		
	Integrated	MA Units	4.78	0.20	Not Significant
		Masters	3.92		
Managing fiscal and human resources	Elementary	MA Units	4.92	0.09	Not Significant
		Masters	4.67		

	PhD Units	4.50		
	PhD	5.00		
	Masters	5.00		
Secondary	PhD Units	5.00	0.42	Not Significant
	PhD	4.92		
Integrated	MA Units	4.89	0.26	Not Significant
	Masters	4.33		

Table 13 reveals significant variation in how school heads with different educational qualifications approach various leadership roles, as analyzed using a two-way ANOVA. Among the three school types—elementary, secondary, and integrated schools—there are notable patterns in the ratings for various leadership indicators based on the school heads' highest educational attainment. Generally, school heads with a Master's degree (MA) tend to receive higher ratings for several indicators compared to those with a PhD, particularly in managing fiscal and human resources, as well as developing a supportive working environment. These findings highlight the importance of balancing formal education with hands-on experience in leadership roles (Aquino et al., 2021; Brinia & Papantoniou, 2016).

The highest-rated indicator across all school types is managing fiscal and human resources. In elementary schools, school heads with a PhD received the highest rating of 5.00. At the same time, those with a Master's degree or PhD units in secondary schools also performed well, earning a rating of 5.00. In integrated schools, school heads with MA units rated this indicator highly, with a score of 4.89. These results suggest that effective resource management is a key strength for school heads, regardless of their educational level. This aligns with leadership theories that emphasize the importance of fiscal and human resource management in school operations. Notably, school heads with MA units or a Master's degree scored particularly well, with ratings of 4.92 in elementary schools and 5.00 in secondary schools. While PhD holders also received strong ratings (5.00 in elementary schools and 4.92 in secondary schools), the practical skills of those with an MA or Master's degree seem to be particularly valued, especially in specific school types. This may indicate that the hands-on experience gained during a Master's degree is more directly applicable to managing resources than the research-focused nature of a PhD. These results support the findings of Sulastri et al. (2021) and Garza et al. (2014), who highlight the importance of practical leadership experience and a clear vision in effective school leadership.

Conversely, the lowest-rated indicators differ across the school types. In elementary schools, the lowest-rated indicator was Managing the Instructional Program for school heads with a Master's degree, with a score of 4.17. In secondary schools, the lowest-rated indicator was Promoting a Positive School Climate for school heads with a Master's degree, with a score of 4.33. In integrated schools, the lowest-rated indicator was Developing a Supportive Working Environment for school heads with a Master's degree, with a score of 3.92. These findings suggest that, regardless of their educational background, school heads may face challenges in creating a consistently positive learning environment, particularly in integrated schools. The lower ratings imply that fostering a favorable school climate is a complex task that requires more than just formal education. It necessitates strong interpersonal skills, emotional intelligence, and adaptability to meet the diverse needs of each school context effectively. These results support the findings of Rivera (2023) and Manullang (2014), who emphasize the crucial role of interpersonal relationships and emotional intelligence in effective leadership.

These results suggest that school leadership training should place more emphasis on improving school climate alongside resource management. While school heads with a PhD may excel in fiscal and human resource management, they could benefit from programs aimed at fostering a favorable school climate, especially in integrated schools. In contrast, school heads with an MA might be better at maintaining a favorable climate. However, they could benefit from training in areas such as resource management. This aligns with the work of Robinson et al. (2015) and Spillane et al. (2015), who emphasize the importance of contextual understanding and practical experience in enhancing leadership effectiveness. Ultimately, while educational attainment influences leadership, experience, leadership style, and ongoing professional development are also critical for effective school leadership. Policymakers should support school heads through mentorship, hands-on experience, and continuous development, in addition to formal education.

Based on the results, the null hypothesis ($H_0 1$) states that there is no significant difference in the respondents' ratings of the extent to which school heads demonstrate their roles in elementary, secondary, and integrated schools when grouped according to their profiles. This hypothesis is not rejected. The findings reveal no statistically significant evidence that gender, years of experience, or educational attainment have a significant influence on the roles demonstrated by school heads across different school types. This supports the notion that leadership skills, such as resource management and climate-building, are universally valued and that practical experience and continuous professional development are as crucial as formal educational qualifications.

Problem 4. What is the level of performance of school heads based on their OPCR for the school year 2021-2022 according to their group in the elementary, secondary, and integrated schools?

School Heads' Performance Based on OPCR for School Year 2021-2022

This analysis evaluates the performance of school heads in elementary, secondary, and integrated schools based on the Office Performance Commitment and Review (OPCR) for the 2021-2022 school year, using the mean and standard deviation. Performance is categorized as Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, or Poor. Elementary school heads received a "Very Satisfactory" rating (mean score 4.4833), demonstrating consistent effectiveness across the board. However, no significant link was

found between performance management and job performance, suggesting that other factors may be influencing the results (Comighud et al., 2021; Peregrino et al., 2021). Secondary school heads scored similarly (mean 4.48). However, they showed greater variability, reflecting challenges in managing larger, older student populations and indicating the need for more targeted development.

Table 14. *Level of Performance of School Heads based on their OPCR SY 2021-2022*

Indicator	*Mean*	*SD*	*Description*
School Heads' Performance (Elementary)	4.4833	0.02277	Very Satisfactory
School Heads' Performance (Secondary)	4.4800	0.07246	Very Satisfactory
School Heads' Performance (Integrated)	4.4480	0.01451	Very Satisfactory

Legend: 4.500–5.000 – Outstanding | 3.500–4.499 – Very Satisfactory | 2.500–3.499 – Satisfactory | 1.500–2.499 – Unsatisfactory | Below 1.499 – Poor

Integrated school heads also earned a "Very Satisfactory" rating (mean 4.448), with high consistency, likely due to practical strategies in managing both elementary and secondary education. Their uniform performance suggests that further leadership development should focus on refining these strategies. These findings align with those of Peregrino et al. (2021), which reported strong performance across various school types. Overall, the performance of school heads, as measured by OPCR ratings, consistently fell within the "Very Satisfactory" range across all school types.

Problem 5. Is there a significant difference in the performance of school heads' roles across elementary, secondary, and integrated schools based on their OPCR?

Table 15. *Significant Difference in the Performance of School Heads Based on the OPCR*

Indicators	*Elem Mean*	*Sec Mean*	*Integ Mean*	*F-value*	*p-value*
Defining the School's Vision, Mission and Goals	4.500	4.633	4.500	0.235	0.794NS
Managing the Instructional Program	4.444	4.567	4.400	0.226	0.801NS
Promoting a Positive School Learning Climate	4.583	4.433	4.533	0.205	0.818NS
Developing a Supportive Working Environment	4.611	4.533	4.433	0.216	0.808NS
Managing Fiscal and Human Resources	4.830	4.830	4.670	0.465	0.638NS
Overall	4.594	4.600	4.507	0.126	0.882NS

This analysis examines whether significant differences exist in the performance of school heads across elementary, secondary, and integrated schools based on their OPCR ratings. The OPCR evaluates leadership in areas such as defining the school's vision, managing the instructional program, promoting a favorable learning climate, developing a supportive environment, and managing resources. One-way ANOVA was used to assess any significant differences, with F-values and p-values provided for each indicator.

The results from Table 15 show no significant differences in the performance of school heads across elementary, secondary, and integrated schools based on their OPCR scores. With mean performance scores of 4.594 for elementary schools, 4.600 for secondary schools, and 4.507 for integrated schools, the F-value of 0.126 and p-value of 0.882 indicate that school heads' overall performance is similar across these school types.

This suggests that core leadership responsibilities, such as vision-setting, instructional management, and resource allocation, are universally valued and approached similarly, regardless of the school setting. The consistency in performance ratings reflects the effectiveness of leadership development programs and the ability of school heads to handle the challenges of their roles effectively across different educational contexts.

Furthermore, the results show no significant differences in performance across school types for any of the leadership indicators (all p-values > 0.05). Based on these results, the null hypothesis ($H_0 2$), which states that there is no significant difference in the performance of school heads' roles across elementary, secondary, and integrated schools based on their OPCR, is not rejected. This confirms that school heads' performance, as measured by the OPCR, does not significantly differ across these school levels.

This finding aligns with the study by Bush and Glover (2014), which emphasizes that leadership practices related to vision, school climate, and resource management are consistent across various educational contexts. They argue that leadership frameworks often emphasize universal principles, making it likely that school heads across different levels perform similarly in these areas. A more recent study by Leithwood et al. (2021) supports this view, demonstrating that effective leadership practices, including vision setting, are broadly applicable across various school types. The study also highlights that strategies such as fostering community partnerships and implementing culturally responsive instruction significantly contribute to equitable school conditions and improved student outcomes.

Problem 6. What is the level of teachers' performance based on their IPCR for the school year 2021-2022 when they are grouped according to elementary, secondary, and integrated schools?

This analysis evaluates teachers' performance for the 2021-2022 school year based on their Individual Performance Commitment and Review (IPCR), categorized by school type (elementary, secondary, and integrated). The IPCR ratings assess teacher effectiveness across instructional and administrative areas, with performance levels ranging from Outstanding (4.500–5.000) to Poor (below 1.499).

Table 16. *Level of Performance of Teachers based on their OPCR SY 2021-2022*

Indicator	*Mean*	*SD*	*Description*
Teachers' Performance (Elementary)	4.4292	0.12722	Very Satisfactory
Teachers' Performance (Secondary)	4.4114	0.19841	Very Satisfactory
Teachers' Performance (Integrated)	4.3958	0.18984	Very Satisfactory

Legend: 4.500–5.000 – Outstanding | 3.500–4.499 – Very Satisfactory | 2.500–3.499 – Satisfactory | 1.500–2.499 – Unsatisfactory | Below 1.499 – Poor

Elementary School Teachers

Table 16 shows that elementary school teachers perform well, with a mean IPCR score of 4.4292, which categorizes them in the "Very Satisfactory" range. This indicates that teachers consistently meet or exceed the expected standards for both instructional and administrative duties, contributing to a productive academic environment and improved student learning outcomes. The high mean score reflects their professional competence and effectiveness in their roles.

Additionally, the low standard deviation of 0.12722 suggests minimal variation in teacher performance, indicating that their professional capabilities are consistently high across the board. This uniformity suggests a well-established structure or professional development system supporting teachers, ensuring consistent performance. These findings align with Comighud et al. (2021), who also highlighted the positive influence of IPCR evaluations on teacher performance, reinforcing the importance of engaging teachers in ongoing development for sustained excellence.

Secondary School Teachers

Table 16 shows that secondary school teachers also demonstrate strong performance, with a mean IPCR score of 4.4114, placing them in the "Very Satisfactory" range. While slightly lower than the scores of elementary school teachers, this still reflects high professional competence in both instructional and administrative duties. The somewhat lower score may stem from the complexities of secondary education, including specialized subjects, larger classes, and a more demanding curriculum.

The higher standard deviation of 0.19841 suggests greater variability in performance among secondary school teachers, which may be attributed to factors like subject complexity, student diversity, or varying teaching approaches. Despite this variability, the majority of secondary school teachers remain effective in their roles, as supported by Balaca (2023) and Cruzos (2022), who affirm that overall performance remains "Very Satisfactory" across both Junior and Senior High School levels.

Integrated School Teachers

Table 16 shows that integrated school teachers have a mean IPCR score of 4.3958, categorizing them as "Very Satisfactory." Although slightly lower than those of elementary and secondary school teachers, this still indicates a high level of performance in both instructional and administrative duties. The lower score may reflect the unique challenges of balancing the needs of students from various educational levels, which could impact performance.

The standard deviation of 0.18984 for integrated school teachers is similar to that of secondary school teachers, indicating variability in performance. This suggests that while most integrated school teachers are highly effective, there are differences in how individual teachers meet expectations. These variations could be influenced by factors such as teaching specialization and experience. Cagape (2024) supports the view that, despite some variability, integrated school teachers perform at a "very high" level, demonstrating overall strong effectiveness in their roles.

Overall, Table 16 reveals that teachers' performance, based on IPCR ratings, consistently fell within the "Very Satisfactory" range across all school types. Elementary school teachers achieved the highest mean score (4.4292), followed by secondary (4.4114) and integrated school teachers (4.3958). The performance of elementary teachers was also the most consistent, as indicated by the lowest standard deviation (0.12722). In contrast, secondary and integrated school teachers showed greater variability (0.19841 and 0.18984, respectively), reflecting the distinct challenges faced by each group.

These high ratings underscore the effectiveness of current educational strategies and teacher support systems. Despite differences in performance, each group of teachers faces distinct challenges: elementary teachers benefit from standardized curricula, secondary teachers manage diverse subjects, and integrated school teachers juggle multiple educational levels. These findings align with Darling-Hammond et al. (2017) and Hattie and Yates (2017), who emphasize the importance of professional development, instructional leadership, and a supportive school climate in enhancing teacher performance.

Problem 7. Is there a significant relationship between the school heads' performance in elementary, secondary, and integrated schools and teachers' performance?

Table 17 presents the results of the correlation analysis between school heads' and teachers' performance, conducted using Pearson's r. Due to the relatively minor number of school heads compared to teachers, marginal correlations across school categories (elementary, secondary, and integrated) were not performed. Focusing on the overall findings in Table 17, the positive correlation of 0.702 statistically indicates that higher teacher performance is associated with better school head performance.

Table 17. *Correlation Analysis Between the School Heads' Performance and Teachers' Performance*

Variables	*Pearson R*	*P-Value*	*Decision*	*Remarks*
School Heads and Teachers' Performance	0.702	0.002	Reject the Ho	Significant

Based on these results, the null hypothesis ($H_0$3), which states that there is no significant relationship between the performance of school heads in elementary, secondary, and integrated schools and teachers' performance, is rejected. The findings imply that when school heads perform better, teachers are also more likely to perform well, and vice versa. Furthermore, the p-value of less than 0.002 confirms that this correlation is statistically significant.

These statistical findings are also reflected in actual school settings. When teachers perform well, it is often observed that school heads also demonstrate strong performance, as many of their deliverables are directly dependent on teacher outputs. This relationship is supported by the study of Kaso et al. (2019), which argued that high-performing teachers contribute to the strong performance ratings of school administrators. Similarly, Ozgenel et al. (2020) emphasized that when a school is managed by a highly performing school head, teachers become more motivated, which in turn enhances their performance.

Therefore, the results shown in Table 17 provide quantitative support for the existing body of knowledge that underpins the strong and positive correlation between teacher and school head performance.

Problem 8. Is there a significant relationship between school heads' demonstration of their roles in elementary, secondary, and integrated schools and teachers' performance?

Table 18. *Relationship Between School Heads' Roles and Teachers' Performance*

Variables	*Correlation Coefficient*	*P-Value*	*Decision*	*Interpretation*
Defining the School's Vision, Mission, and Goals	0.058	0.341	Fail to reject the Ho	Not Significant
Managing the Instructional Program	0.085	0.160	Fail to reject the Ho	Not Significant
Promoting a Positive School Learning Climate	0.069	0.254	Fail to reject the Ho	Not Significant
Developing a Supportive Working Environment	0.124*	0.040	Reject the Ho	Significant
Managing Fiscal and Human Resources	0.095	0.115	Fail to reject the Ho	Not Significant

**Correlation is significant at the 0.05 level (2-tailed)*

This analysis examines the relationship between the roles of school heads in elementary, secondary, and integrated schools and teachers' performance. The roles of school heads were evaluated across five key domains: defining the school's vision, mission, and goals, managing the instructional program, promoting a positive school learning climate, developing a supportive working environment, and managing fiscal and human resources. The correlation between these roles and teachers' performance was analyzed using correlation coefficients and p-values.

Among these domains, only the role of developing a supportive working environment demonstrated a statistically significant positive relationship with teachers' performance. Table 18 reveals a weak but significant positive correlation of 0.124, with a p-value of 0.040, which meets the 0.05 level of significance. This suggests that school heads' ability to foster a supportive environment contributes, even modestly, to improved teacher performance. As such, the null hypothesis ($H_0$4), which states that there is no significant relationship between the school heads' roles and teachers' performance, is rejected for this domain.

A supportive working environment is widely acknowledged to enhance job satisfaction, motivation, and overall teacher effectiveness. Teachers often report that their ability to perform well is directly influenced by the environment in which they work. These findings align with previous research, including studies by Abbas et al. (2022) and Essien (2019), which highlight the significance of the school environment in influencing both teacher and student performance. Collie et al. (2015) also found that supportive leadership improves job satisfaction. Skaalvik and Skaalvik (2018) emphasized its role in reducing burnout and increasing commitment to the profession.

The significance of this finding underscores the crucial role of school leadership in fostering a positive and nurturing work culture. School heads who prioritize a supportive environment—by providing resources, encouraging collaboration, fostering professional growth, and promoting work-life balance—can directly influence teachers' effectiveness.

As Essien (2019) notes, both the physical and contextual aspects of the school setting play a vital role in shaping teacher performance. These findings suggest that cultivating a supportive environment should be a leadership priority, with future research encouraged to explore how specific factors—such as leadership style and access to resources—contribute to teacher outcomes.

Conversely, the other leadership roles—defining the school's vision, mission, and goals; managing the instructional program; promoting a positive school learning climate; and managing fiscal and human resources—did not show statistically significant relationships with teachers' performance. This may indicate that, while these roles are important for overall school functioning, they are not perceived by teachers as having a direct impact on their day-to-day performance in the same way as the support they receive within their working environment.

Problem 9. Which of the roles of school heads, singly or in combination, predict the performance of teachers in elementary, secondary, and integrated schools?

Table 19. *Multiple Regression Analysis for the Variables that Best Predict Teacher Performance*

Model	*Unstandardized Coefficients*		*Standardized Coefficients*	*t-value*	*Sig*
	B	*Std. Error*	*Beta*		
(Constant)	4.215	0.097	3.815	.003	
Defining the School's Vision, Mission, and Goals	-.089	.415	-.152	-.214	.835
Managing the Instructional Program	-.335	.449	-.645	-.746	.473
Promoting a Positive School Learning Climate	-.019	.534	-.035	-.036	.972
Developing a Supportive Learning Environment	-.449	.572	-.692	-.785	.451
Managing Fiscal and Human Resources	0.044	0.021	0.124	2.063	0.040

R Square: 0.015 R^2 Adjusted: 0.012 F value: 4.254 p-value: 0.040

This analysis aims to determine which school head roles, either individually or in combination, predict the performance of teachers in elementary, secondary, and integrated schools. The roles considered include defining the school's vision, mission, and goals, managing the instructional program, promoting a favorable school learning climate, developing a supportive working environment, and managing fiscal and human resources. Regression analysis was conducted to examine the relationship between these roles and teacher performance, providing insights into the predictive power of each role.

Table 19 presents the regression model, which indicates that among the various roles, managing fiscal and human resources is the only one that significantly predicts teacher performance. The analysis reveals a statistically significant relationship between this role and teacher performance, with the following key statistics: a constant (intercept) of 4.215, an unstandardized coefficient (B) of 0.044, a standard error of 0.021, and a standardized coefficient (Beta) of 0.124. This means that for every unit change in managing fiscal and human resources, there is a corresponding increase in teacher performance. The t-value of 2.063 and significance (p-value) of 0.040 further confirm this relationship. The model reports an R-squared of 0.015, an adjusted R-squared of 0.012, and an F-value of 4.254, with an overall p-value of 0.040.

The constant value of 4.215 represents the baseline performance of teachers when the predictor variable—managing fiscal and human resources—is held at zero. The unstandardized coefficient (B) of 0.044 suggests that for every one-unit increase in this role, teacher performance increases by 0.044 units, assuming all other factors remain constant. The standardized coefficient (Beta) of 0.124 indicates a modest but positive relationship between fiscal and human resource management and teacher performance.

These results confirm that managing fiscal and human resources is a significant predictor of teacher performance, supported by its p-value of 0.040. Although the R-squared value is relatively low, indicating that only a small proportion of the variance in teacher performance is explained by this variable, its statistical significance highlights its importance. This finding highlights the crucial role of school heads in enhancing teacher performance through effective resource allocation and management.

Supporting this conclusion, Gueta et al. (2024) found that public secondary school heads effectively manage financial resources through fund sourcing, accurate reporting, and transparent budgeting—practices that are crucial for efficient resource utilization and improved school outcomes. Similarly, Ramos and Lumapenet (2023) emphasized that effective planning, budgeting, and alignment with institutional goals significantly enhance program performance in higher education settings. Macalos (2024) also observed that public elementary school heads exhibit strong competency in managing MOOE funds, reinforcing the importance of strategic planning and efficient allocation to ensure optimal fund utilization.

Based on these results, the null hypothesis ($H_0$5), which states that the roles and performance of school heads, whether individually or in combination, do not predict the performance of teachers in elementary, secondary, and integrated schools, is rejected. The findings indicate that at least one role—managing fiscal and human resources—significantly predicts teacher performance. However, while the effect is statistically significant, the relatively low explanatory power suggests that this role, though meaningful, is only one part of the broader factors influencing teacher performance.

In contrast, other school head roles—such as defining the school's vision, mission, and goals; managing the instructional program; promoting a positive school learning climate; and developing a supportive working environment—do not appear as significant predictors in this model. This suggests that, although these roles are essential to overall school functioning, they may not directly influence teacher performance to the same extent as resource management does within the context of this study.

Problem 10. Based on the results of the study, what theory development and enhancement framework may be proposed?

Based on the comprehensive analysis of school heads' roles and their impact on teacher performance in the Gingoog City Division, the

researcher proposes the following theory development and enhancement framework:

Leadership-Performance Nexus Theory in Education (LPNTE)

Core Proposition:

The Leadership-Performance Nexus Theory in Education (LPNTE) posits that the effectiveness of school leadership hinges on two critical pillars: (1) developing a supportive working environment and (2) managing fiscal and human resources. These leadership functions form the foundation for enhancing teacher performance, which directly contributes to improved student learning outcomes. The theory emphasizes that school leaders' ability to strategically manage fiscal and human resources—while simultaneously cultivating a positive and collaborative school culture—plays a pivotal role in shaping teacher motivation, instructional effectiveness, and professional growth. By fostering an environment in which teachers feel supported, well-equipped, and valued, school leaders create the essential conditions for sustained improvements in both teaching quality and student achievement. The interplay between leadership practices and teacher performance is central to creating a responsive and high-performing educational ecosystem.

Implications for School Leadership:

Based on the Leadership-Performance Nexus Theory in Education (LPNTE), school leadership should prioritize strategic resource allocation by effectively managing fiscal and human resources to support teaching and learning. Leaders must foster a supportive and collaborative work environment that promotes trust, shared responsibility, and professional dialogue. Strengthening teacher development through targeted training, mentoring, and capacity-building programs is essential for sustaining high performance. School heads are also encouraged to engage stakeholders, such as parents and local organizations, in meaningful partnerships that support shared educational goals. Using data to inform decisions ensures that resource allocation and improvement initiatives are both responsive and evidence-based. Additionally, empowering teachers through distributive leadership strengthens school capacity and performance culture. Finally, cultivating a culture of accountability and continuous improvement motivates staff to reflect, grow, and strive for excellence in teaching and learning.

Teacher Performance and Its Connection to Leadership:

Within the Leadership-Performance Nexus Theory in Education (LPNTE), teacher performance is directly influenced by the quality of school leadership, particularly in how leaders manage resources and foster a supportive school culture. When school heads strategically allocate fiscal and human resources—such as providing adequate teaching materials, professional development opportunities, and fair workload distribution—teachers are better equipped and more motivated to perform effectively. At the same time, a collaborative and trusting work environment, nurtured through strong community-building efforts, enhances teacher morale, job satisfaction, and engagement. This combination of structural support and a positive culture empowers teachers to deliver high-quality instruction, pursue continuous professional growth, and contribute meaningfully to student learning outcomes.

Impact on School Culture and Teacher Motivation:

The Leadership-Performance Nexus Theory in Education (LPNTE) emphasizes that effective leadership significantly shapes school culture and teacher motivation. By strategically managing resources and fostering a supportive, inclusive environment, school leaders cultivate a culture of collaboration, trust, and shared purpose. When teachers feel valued, heard, and adequately supported—both materially and professionally—they are more likely to exhibit higher levels of motivation, job satisfaction, and commitment to their roles. This positive school culture not only boosts teacher morale but also encourages innovation, teamwork, and continuous improvement, ultimately leading to a more engaged and high-performing teaching workforce that drives student success.

Key Constructs of LPNTE Theory

1. Strategic Resource Management (SRM):

1.1 Fiscal Resource Allocation: Prioritizing investment in learning materials, facilities, and teacher development.

1.2 Human Resource Optimization: Recruiting, retaining, and developing competent staff through targeted support and capacity building.

2. Community Building (CB):

2.1 Supportive Work Environment: Fostering collaboration, trust, and shared vision among school staff.

2.2 Stakeholder Engagement: Building strong relationships with parents, local leaders, and the broader community to support education.

3. Teacher Performance (TP): Teacher performance is multifaceted, encompassing:

3.1 Teaching Effectiveness refers to teachers' ability to engage students and deliver quality instruction that promotes learning outcomes.

3.2 Professional Growth – Involves continuous development in teaching methods, pedagogical skills, and overall career progression.

3.3 Job Satisfaction—This represents the teacher's overall fulfillment with their work, which directly influences motivation,

commitment, and productivity.

4. Student Learning Outcomes (SLO): Ultimately, the LPNTE theory asserts that effective leadership and management practices lead to improved student academic achievement and success, providing a direct connection between school head management and student performance.

Theoretical Assumptions

1. Effective leadership in fiscal and human resource management creates the structural foundation for high teacher performance. Strategic allocation and optimization of resources ensure that teachers are well-equipped, professionally supported, and motivated to deliver quality instruction.

2. A supportive and collaborative working environment significantly enhances teacher motivation, job satisfaction, and professional growth. Positive school culture, trust, and shared purpose directly influence teacher engagement and commitment.

3. Teacher performance is the primary conduit through which leadership influences student learning outcomes. High-performing teachers, empowered by supportive leadership, are key to improving instructional quality and student achievement.

4. The dynamic interplay between leadership practices and performance feedback drives sustained educational improvement. School leaders' continuous reflection and data-informed decision-making ensure adaptive and responsive school improvement efforts.

Theoretical Framework

The LPNTE theory draws from key leadership theories to support its development:

Transformational Leadership Theory (TLT), introduced by James V. Downton in 1973 and further developed by James MacGregor Burns and others, underscores the role of leaders in inspiring change by creating a compelling vision, challenging existing practices, and empowering their followers. This theory aligns with the LPNTE as it emphasizes the importance of motivation, vision, and support in driving teacher performance. By fostering a supportive and motivating environment, transformational leaders cultivate a strong school culture, enhance teacher morale, and promote continuous professional growth—core elements that LPNTE identifies as critical to improving educational outcomes.

The Resource-Based View (RBV) theory, developed by scholars like Jay Barney in the late 1980s, emphasizes that an organization's sustainable success depends on effectively managing and leveraging its internal resources. The LPNTE theory builds on this by focusing on how school leaders can use both human and fiscal resources to enhance teacher performance and improve educational outcomes.

Social Capital Theory, developed by Pierre Bourdieu and further developed by Robert Putnam in 1995, emphasizes the importance of relationships, trust, and networks in enhancing individual and group outcomes. In education, particularly school leadership, it suggests that fostering trust and collaboration among staff and the community enhances teacher effectiveness and student achievement.

Conceptual Model

Strategic Resource Management and Community Building (Developing a Supportive Working Environment and Managing Fiscal and Human Resources) → Teacher Performance → Student Learning Outcomes

Applications of the Theory

Based on the Leadership-Performance Nexus Theory in Education (LPNTE), here are four practical applications of the theory in educational settings:

1. Strategic Resource Planning and Budget Alignment. School leaders use data to guide resource allocation toward high-impact areas like specialist teachers, smaller class sizes, and quality materials, ensuring spending supports teacher effectiveness, student achievement, and school improvement goals.

2. Building a Collaborative and Trust-Based School Culture. School leaders build a collaborative, trust-based culture by implementing regular staff forums like Professional Learning Communities and team planning sessions that promote shared decision-making and open communication. This supportive environment boosts teacher morale, motivation, and collective efficacy.

3. Teacher Empowerment and Capacity Building. School leaders empower teachers and build capacity by providing structured mentoring, coaching, and professional development aligned with teacher needs and school goals. This support strengthens instruction and fosters ongoing professional growth, leading to better student outcomes.

4. Stakeholder Engagement and Shared Accountability. School leaders engage stakeholders by forming meaningful partnerships with parents, community leaders, and local organizations to co-create educational initiatives and offer wraparound support. This collaboration fosters shared ownership of school success and strengthens a culture of accountability and continuous improvement.

Research Directions for LPNTE Theory

Here are four potential research directions for exploring the Leadership-Performance Nexus Theory in Education (LPNTE):

1. Impact of Strategic Resource Allocation on Teacher Performance and Student Outcomes. This research direction would explore how different types of fiscal and human resource allocations—such as investments in teacher professional development, classroom resources, or support staff—affect teacher performance, job satisfaction, and, ultimately, student learning outcomes. Studies could examine how specific resource management strategies directly influence teacher motivation and instructional quality.

2. The Role of Community Engagement in Shaping School Culture and Teacher Motivation. Investigating how partnerships with parents, community leaders, and local organizations contribute to the development of a supportive and collaborative school culture could provide valuable insights. Research could focus on the mechanisms through which stakeholder engagement fosters trust, shared responsibility, and collective efficacy and how these factors enhance teacher morale and instructional effectiveness.

3. Teacher Empowerment and Capacity Building through Leadership Practices. Research could delve into how structured mentoring, coaching, and professional development programs impact teacher empowerment and professional growth. By focusing on the role of leadership in providing targeted support for teachers, this area of research could highlight the critical factors that contribute to sustained teacher development and improved teaching effectiveness.

4. Feedback Loops between Leadership Practices and Teacher Performance in School Improvement. A key assumption of LPNTE is the importance of a feedback loop between leadership practices and performance metrics. Research in this direction would examine how school leaders can use data to assess the effectiveness of their leadership strategies and resource allocation and how this data-driven approach can inform continuous improvements in teacher performance and student outcomes.

In conclusion, the Leadership-Performance Nexus Theory in Education (LPNTE) provides a comprehensive framework for understanding how effective school leadership drives both teacher performance and student success. By emphasizing the dual pillars of strategic resource management and a supportive working environment, LPNTE highlights the pivotal role of leadership in shaping instructional quality, teacher motivation, and professional growth. Grounded in established leadership and organizational theories, this framework underscores that sustained school improvement results from the intentional alignment of leadership practices with educational goals. As schools work to meet the evolving needs of both students and teachers, the proposed theory serves as both a practical guide and a research-based lens for building high-performing, equitable, and collaborative learning communities.

Conclusions

Based on the findings of this study, the following conclusions are drawn regarding school leadership and its impact on teacher performance in the Gingoog City Division:

The presence of predominantly experienced and well-qualified female school heads across all school types suggests the positive impact of gender equity and professional development initiatives in school leadership.

Leadership effectiveness is consistently high, with school heads demonstrating strong performance across various leadership domains, regardless of whether they lead elementary, secondary, or integrated schools.

School heads consistently perform their roles regardless of sex, years of service, or educational background, suggesting fair opportunities and steady leadership development across school types.

School heads consistently demonstrate strong leadership performance, as reflected in their "Very Satisfactory" OPCR ratings across all school types. This indicates a uniformly high standard of effectiveness in school management.

The lack of significant performance differences in OPCR ratings among school heads across school types suggests consistent leadership quality within the division.

Teachers across all school types consistently receive "Very Satisfactory" IPCR ratings, indicating strong professional performance and a stable level of instructional quality throughout the division.

The positive relationship between school heads' and teachers' performance underscores the critical role of effective leadership in enhancing teacher effectiveness and improving educational outcomes.

A supportive working environment is the key leadership role that positively impacts teacher performance, underscoring the value of fostering strong relationships and collaboration within schools.

Effective fiscal and human resource management is a significant predictor of teacher performance, highlighting the importance of effective resource allocation and personnel management in school leadership.

Based on these findings, the Leadership-Performance Nexus Theory in Education (LPNTE) has been proposed. It offers a conceptual framework that explains the dynamic relationship between school leadership practices, teacher performance, and student outcomes.

Based on the findings and conclusions of this study, the following recommendations are provided to enhance the effectiveness of school heads and improve educational outcomes in the Gingoog City Division:

School Heads. They can prioritize resource management, as it remains a key predictor of teacher performance. Emphasis must be placed on the effective allocation of fiscal and human resources to ensure that teachers have access to essential materials, ongoing professional development, and support systems that enhance performance and contribute to overall school success. Creating a supportive working environment is also critical, as it significantly influences teacher motivation and job satisfaction. Building a culture of trust, collaboration, and well-being fosters a more engaged and productive teaching workforce. Continued investment in leadership development programs remains vital to sustaining and strengthening leadership competencies, particularly in areas such as instructional leadership, conflict resolution, and the cultivation of a positive school culture. Additionally, valuing team diversity by recognizing demographic factors—including sex, years of service, and educational attainment—promotes an inclusive environment that benefits both teachers and students.

Teachers. They are encouraged to actively contribute to a collaborative environment, as a supportive workplace culture enhances job satisfaction, motivation, and professional growth—ultimately improving student outcomes. They also draw on the leadership strengths of school heads, particularly in managing fiscal and human resources, to align support systems and identify opportunities for growth. A commitment to continuous self-improvement through additional qualifications and training aligned with the school's goals remains essential. Furthermore, teachers play a proactive role in refining school leadership practices by providing constructive feedback that fosters a more responsive and effective working environment.

Department of Education. The Department is urged to continue investing in professional development programs for school heads, especially in the areas of fiscal and human resource management, as these significantly impact teacher performance. Policies are to be implemented that promote positive working environments, recognizing their importance in enhancing teacher motivation, satisfaction, and effectiveness. Gender equality in school leadership must be actively promoted by ensuring equitable access to growth and leadership opportunities for all, regardless of gender. Additionally, a more nuanced performance monitoring system is to be established—one that accurately evaluates leadership effectiveness and provides targeted support, particularly in resource management, to sustain or improve the "Very Satisfactory" performance ratings of both school heads and teachers.

Future Researchers. They are encouraged to explore the specific strategies school heads use to create supportive working environments, given their crucial role in enhancing teacher performance and overall school climate. Longitudinal or comparative studies offer valuable insights into how leadership practices evolve and influence outcomes for both teachers and students, particularly within the framework of the Leadership-Performance Nexus Theory in Education (LPNTE). Further investigation into the impact of demographic factors—such as gender, educational attainment, leadership experience, age, and cultural background—is essential to deepen the understanding of how these variables shape leadership styles and effectiveness. Exploring additional leadership roles beyond fiscal and human resource management also helps identify other key competencies that contribute to teacher performance and instructional quality across diverse educational settings.

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