

SCHOOL HEADS MANAGEMENT AND LEADERSHIP SKILLS ON THE TEACHERS' JOB AND SCHOOL PERFORMANCE IN THE DIVISION OF SAN PABLO CITY

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ABSTRACT

This study aimed to determine the effect of school head management and leadership skills on the teachers' jobs and school performance in the Division of San Pablo City. A total of 325 public elementary school teachers participated in this research. The self-made questionnaire was used to determine the perceptions of the teachers. The results revealed that the Accuracy, Productivity level, Time Management, Skills, Understanding of work, Ability to work with others, and Communication skills of the School Heads Management Skills were not observed to have any significant effect on the Teacher's Job and School Performance except Thoroughness, Competence, Timeliness, and SBM Level of Practice.

The Accuracy, Competence, Time Management, Timeliness, Skills, Understanding of work, Ability to work with others, and SBM Level of Practice of the School Heads' Leadership Skills were not observed to have any significant effect on the Teacher's Job and School Performance, except Thoroughness, Productivity level, and Communication skills.

This is based on the computed *t* values obtained from the tests which were less than the critical *t* value. The findings of this research revealed that the management and leadership skills of the school head have had no effect on the teachers' jobs and school performance in the Division of San Pablo City.

Keywords: *Management Skills, Leadership Skills, School Performance*

INTRODUCTION

Education is a key factor in determining a country's quality; it is intended to develop quality people who can compete in global competencies, be responsible, and anticipate the future. The school is an educational institution founded to establish a more educated human resource, and the quality of a nation is supposed to improve because of the schools (Hartati, Pepriyeni, & Suryana, 2018).

Republic Act 9155, also known as the Governance of Basic Education Act, states that a school must be managed by a head who has "the authority, responsibility, and accountability for achieving higher learning outcomes." His roles include but are not limited to leadership, management, teacher evaluation, and enforcing student discipline (DepEd, 2003).

All governments worldwide are concerned with advancing their educational systems and making them more effective and meaningful. Education provides the basis for developing the human capital skills designed to accomplish strategic goals. As such, education must be fundamental. Successful schools result from competent governance demonstrated by the school heads in collaborative partnerships with relevant stakeholders. Lamas, (2015) contends that school performance is an issue that profoundly concerns students, parents, teachers, and authorities in almost all parts of the globe. Hence, school heads play an essential role in developing a professional community of teachers who guide one another in improving instruction.

This study investigated the management and leadership skills of the school heads in 65 elementary schools with 5 teachers in each school and a total of 325 teachers in the Division of San Pablo City.

Specifically, it sought answers to the following questions:

1. What is the level of the management skills of School Heads in terms of:
 - 1.1 Technical Skills;
 - 1.2 Conceptual Skills;
 - 1.3 Interpersonal Skills;
 - 1.4 Communication Skills; and
 - 1.5 Decision-Making Skills?
2. What is the level of leadership skills of School Heads in terms of:
 - 2.1 Decisiveness;
 - 2.2 Critical thinking;
 - 2.3 Problem-solving; and
 - 2.4 Mentoring skills?
3. What is the level of Teachers' Job Performance in terms of:
 - 3.1 Quantity of work as to:
 - 3.1.1 Accuracy;
 - 3.1.2 Thoroughness; and
 - 3.1.3 Competence?
 - 3.2 Quantity of work as to:
 - 3.2.1 Productivity level;
 - 3.2.2 Time management; and
 - 3.2.3 Timeliness?
 - 3.3. Job knowledge as to:
 - 3.3.1 Skills; and
 - 3.3.2 Understanding of work?
 - 3.4. Work Relationship as to:
 - 3.4.1 Ability to work with others; and
 - 3.4.2 Communication skills?
4. What is the level of school performance relative to the SBM Level of Practice?
5. Does the School Heads Management Skills significantly affect the elementary school teacher's job and school performance in the Division of San Pablo City?
6. Does the School Heads' leadership skills significantly affect the elementary school teachers' job and school performance in the Division of San Pablo City?

REVIEW OF RELATED LITERATURE

According to Corpuz and Salandanan (2013), in the Philippine educational system, administration and supervision play essential roles but should be distinct since each has a distinct part in accomplishing educational aims and objectives. Administration generally connotes the machinery of an organization that is controlled and operated. This involves the direction, control, and operation of the activities. The school administration is a service activity, a tool or agency efficiently realized, and coordination of activities of different people working together in a school. On the other hand, modern supervision aims to supply leadership that helps staff members improve instructional situations, and in doing this, they can achieve

professional growth. Instead of just showing or telling the teachers how to do their jobs, the principal should work within the study and analysis of the entire learning situation to improve this.

The teacher's job performance level is an essential variable for measuring the achievement of school goals. The researcher identified that the teacher's job performance is also negatively affected by the need for more ability to use effective leadership styles among school leaders. Lack of training, lack of trust between teachers and their heads, opposition by the school administrator, and lack of formal authority were some of the factors. In addition, lack of time and interest in participation, teachers shared belief in accepting responsibility, and lack of experience were among the factors which had a low influence on teachers' job performance. Khajayeva and Abisheva (2016) mentioned in their articles that the importance of leadership and management provides a basis for building and involvement in education.

Teachers' job performance can be attributed to three factors, namely the quality of work, job knowledge, and work relationship. Teachers' quality of work can improve the performance and job satisfaction of the employees at work by organizing the working conditions. Teachers working under unfavorable conditions and with excessive workloads reduce their work quality (Demir, 2016). Employees spend most of their time at work and their productivity increases in line with their job satisfaction (Yalcin, 2014). The fact that employees influence the organization's performance has emerged as a necessity for teachers' quality of work. It can be concluded that the organization's effectiveness is directly related to the performance of the employees. Many factors such as wages, working conditions, and career opportunities in the workplace can provide job satisfaction. The productivity and effectiveness of the employees may be high when job satisfaction is achieved (Demir M, 2019).

Peretomode (2019) opined that job performance is determined by the worker's level of participation in the day-to-day running of the organization. Similarly, Limon (2021) reiterated that to achieve their objectives, educational organizations that train human capital, society's most valuable asset, require teachers with high job performance. Teachers' performance can highlight their roles in teaching students both in and out of the classroom. The use of instructional materials, regular assessment of students, making lesson plans, the conduct of fieldwork, teachers' participation in sports, teaching methods, attending school assemblies, and guidance and counseling are the key aspects of teaching, so teacher job performance is the teacher's ability to integrate experience, teaching methods, instructional materials, knowledge, and skills in delivering subject matter to students in and outside the classroom.

Department of Education DepEd institutionalized the implementation of DepEd Order No. 42, s. 2017 or the National Adoption and Implementation of Philippine Professional Standards for Teachers PPST. This set of guidelines clarifies the knowledge, skills, and values that teachers must possess in order to be competent, improve student learning outcomes, and ultimately provide high-quality instruction.

Some of the duties and responsibilities that a teacher should know and perform are: a. teaches one or more grades or levels while utilizing effective and creative teaching techniques; b. crafts lesson plans for new teachers up to three years and daily logs of activities for teachers teaching four years and above to support learning in elementary and secondary schools; c. analyzes and keeps track of student's progress; d. carries out actions to enhance performance indicators; e. constantly updates students and children's progress; f. oversees projects and activities for the classroom and extracurriculars; g. upkeep of student/pupil school records; h. counsels and mentors students/pupils; i. supports governmental and non-governmental groups initiatives; j. develops an action plan; k. maintains daily routine cleanliness, discipline, and the physical environment of the classroom; and l. maintains positive relationships with parents, other school staff members, and fellow teachers. Work relationship in the school is an important factor in the teachers' job performance.

Being in a workplace where there are positive interactions between those present is a great way to be productive every day. For a setting like a school, this upbeat viewpoint is essential. Orpilla (2023) suggested ways to deal with different stakeholders in the school to have a harmonious relationship with

them. Working with the learners, teachers should get to know their attitudes, interests, and aspirations to create effective teaching methods. They should also evaluate their learners' learning styles, motivation, and classroom methods to best fit each learner's learning and academic performance. This will help students learn effectively.

Parents are the school's partners in their children's education and communication is essential. School leaders should coordinate with private organizations and local government officials to conduct community activities like tree planting and feeding programs to help families of learners. They should also participate in civic gatherings and activities to strengthen school-community relationships and partnerships. If one wants to have a harmonious relationship, one must learn to communicate and compromise is a great reminder of the importance of good working relationships. School heads can therefore encourage the adequate performance of their teachers by identifying their needs and trying to satisfy or meet them.

METHODOLOGY

This study used a descriptive correlation design. Descriptive because it utilized the purpose of accurately portraying a population chosen because of some specific characteristics, and it also determined the extent of a teacher's job performance. Correlation since it investigated the direction and magnitude of the relationship among variables in a particular population. Likewise, the research was designed to study the changes in teachers' job performance and school performance determined by the school heads' management and leadership skills. The survey approach to conducting research was used in this study. Specifically, it utilized both the descriptive survey and correlation procedures.

The respondents of this study were composed of 5 public elementary school teachers each from 65 public elementary schools with a total of 325 public elementary schools chosen using simple random sampling in the Division of San Pablo City during the School Year 2022-2023. The questionnaire was the primary tool used in gathering data. Data were organized, classified, tabulated, analyzed, and interpreted using frequency distribution, percentage, weighted mean, and correlation tests. The sample of teacher respondents was determined using the stratified proportional random sampling technique. The strata refer to different schools. Research Procedure Permission to conduct the study was requested from and granted by the school's Superintendent.

RESULT AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the School Heads' Management and Leadership Skills on the Teachers' Job and School Performance in the Division of San Pablo City.

Table 1. Level of the Management Skills of School Heads in terms of Technical Skills

School Heads ...	MEAN	SD	REMARKS
<i>...works effectively in the detailed aspects of work</i>	4.73	0.54	Strongly Agree
<i>...uses modern technology in all his / her works.</i>	4.67	0.56	Strongly Agree
<i>...leads and implements educational programs.</i>	4.72	0.54	Strongly Agree
<i>...organizes and conducts INSET's.</i>	4.78	0.50	Strongly Agree
<i>...observes teacher and give Technical Assistance.</i>	4.82	0.49	Strongly Agree
Weighted Mean	4.74		
SD	0.53		
Verbal Interpretation	Very High		

As shown in Table 1, the respondents strongly agree that the school heads observe teachers and give technical assistance yielded the highest mean score ($M=4.82$, $SD=0.49$); this implies that the school heads performed well in terms of technical skills. It also revealed that the school heads' management skills in terms of technical skills were very high supported by the mean scores ($M=4.74$, $SD=0.53$).

Table 2. Level of the Management Skills of School Heads in terms of Conceptual Skills

School Heads ...	MEA N	SD	REMARKS
<i>...is flexible about making changes in the organization.</i>	4.78	0.46	Strongly Agree
<i>...spends a lot of time talking about pedagogy, including his/ her own performance.</i>	4.69	0.54	Strongly Agree
<i>...provides effective systems and clear procedures.</i>	4.72	0.53	Strongly Agree
<i>... monitors and evaluates progress and the key indicators on a regular basis.</i>	4.77	0.49	Strongly Agree
<i>...examines and discusses the standardized norm-referenced or curriculum-referenced test results of students in a teacher's class.</i>	4.79	0.47	Strongly Agree
Weighted Mean	4.75		
SD	0.50		
Verbal Interpretation	Very High		

Table 2 illustrates that School Heads examine and discuss the standardized norm-referenced or curriculum-referenced test results of students in a teacher's class yielded the highest mean score ($M=4.79$, $SD=0.47$). The level of the management skills of School Heads in terms of Conceptual Skills was very high supported by a weighted mean score of 4.75, $SD=0.50$.

Table 3. Level of the Management Skills of School Heads in terms of Interpersonal Skills

School Heads ...	MEA N	SD	REMARKS
<i>...usually knows ahead of time how people will respond to a new idea or proposal.</i>	4.67	0.54	Strongly Agree
<i>...understands that the social fabric of the organization is important</i>	4.75	0.53	Strongly Agree
<i>...senses quickly the emotional undercurrents of his / her group.</i>	4.62	0.61	Strongly Agree
<i>...enjoys responding to people's requests and concerns.</i>	4.63	0.61	Strongly Agree
<i>...uses emotional energy to motivate others.</i>	4.63	0.65	Strongly Agree
Weighted Mean	4.66		
SD	0.59		
Verbal Interpretation	Very High		

Table 3 illustrates the level of the management skills of School Heads in terms of Interpersonal Skills. School Heads understand that the social fabric of the organization is important and yielded the highest mean score ($M=4.75$, $SD=0.53$) and was remarked as Strongly Agree. The level of the management skills of School Heads in terms of Interpersonal Skills attained a weighted mean score of 4.66 and an SD of 0.59 which implies that the school heads' management skills in terms of interpersonal skills are well define.

Table 4. Level of the Management Skills of School Heads in terms of Communication Skills

School Heads ...	MEA N	SD	REMARKS
<i>...makes his/her attitudes clear to the group by verbal and non-verbal communication.</i>	4.69	0.54	Strongly Agree
<i>...expresses confidence and enables his / her teachers and staff by making them feel seen, heard, cared and respected.</i>	4.72	0.58	Strongly Agree
<i>...mobilizes teachers and staff to develop and act upon the DepEd mission vision and objectives.</i>	4.75	0.51	Strongly Agree
<i>...connects social, economic, and environmental innovations to the school needs and culture.</i>	4.74	0.51	Strongly Agree
<i>...works hard in building good relationships with harmony, trust, and mutual support.</i>	4.70	0.58	Strongly Agree
Weighted Mean	4.72		
SD	0.55		
Verbal Interpretation	Very High		

Table 4 reveals that the respondents strongly agree that the school heads' management skills in terms of Communication Skills mobilize teachers and staff to develop and act upon the DepEd mission vision and objectives yielding the highest mean score ($M=4.75$, $SD=0.51$). The level of the management skills of School Heads in terms of Communication Skills attained a weighted mean score of 4.72 with an $SD=0.55$ which is remarked as very high.

Table 5. Level of the Management Skills of School Heads in terms of Decision-Making Skills

School Heads ...	MEAN	SD	REMARKS
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...mediates and ensures resolution of conflicts in school.	4.73	0.52	Strongly Agree
...determines the real issue before starting a decision-making process.	4.71	0.51	Strongly Agree
...makes sure that group members follow standard rules and regulations.	4.73	0.52	Strongly Agree
...takes care of the complaints of his / her employees.	4.70	0.57	Strongly Agree
...uses a well-defined process to structure his / her decisions.	4.69	0.55	Strongly Agree
Weighted Mean	4.71		
SD	0.53		
Verbal Interpretation	Very High		

Table 5 illustrates that the respondents strongly agree that the school heads mediate and ensure the resolution of conflicts in school and make sure that group members follow standard rules and regulations yielding the highest mean score ($M=4.73$, $SD=0.52$). Teachers felt that school heads employ a well-defined procedure to frame their decisions, decide on the true issue before beginning a decision-making process, mediate and assure settlement of disagreements in the school, and make sure group members follow standard norms and regulations.

Table 6. Level of Leadership Skills of School Heads in terms of Decisiveness

School Heads ...	MEAN	SD	REMARKS
...remains calm when he / she must make decisions very quickly.	4.68	0.59	Strongly Agree
...works out all the pros and cons before deciding.	4.66	0.61	Strongly Agree
...looks out for the personal welfare of individual group members	4.64	0.60	Strongly Agree
...sticks to his / her decision come what may.	4.64	0.57	Strongly Agree
...knows how to handle external pressure.	4.67	0.59	Strongly Agree
Weighted Mean	4.66		
SD	0.59		
Verbal Interpretation	Very High		

Table 6 illustrates the level of Leadership Skills of School Heads in terms of Decisiveness. Schools Heads remain calm when they must make decisions very quickly. yielded the highest mean score ($M=4.68$, $SD=0.59$) and was remarked as Strongly Agree. The level of Leadership Skills attained ($M=4.66$, $SD=0.59$) was Very High in given analysis provides insights into the leadership skills of the school heads.

Table 7. Level of Leadership Skills of School Heads in terms of Critical Thinking

School Heads ...	MEAN	SD	REMARKS
...categorizes the programs and projects to be implemented.	4.78	0.47	Strongly Agree
...clarifies the goals and purpose context of all the school projects.	4.77	0.49	Strongly Agree
...chooses / Selects potential stakeholders that will be of help in implementing all the school projects.	4.72	0.52	Strongly Agree
...strategizes the plans made in organizing and linking with all the stakeholders.	4.76	0.51	Strongly Agree
...analyses and evaluates all the organizational plans and develop strategies to improve it.	4.76	0.51	Strongly Agree
Weighted Mean	4.76		
SD	0.50		
Verbal Interpretation	Very High		

Table 7 reveals that the respondents strongly agree that the school head categorizes the programs and projects to be implemented yielded the highest mean score ($M=4.78$, $SD=0.47$). The school heads clarify the goals, strategizes the plans, and analyze and evaluate strategies marked strongly agree by the respondents.

Table 8. Level of Leadership Skills of School Heads in terms of Problem-Solving

School Heads ...	MEAN	SD	REMARKS
...effective in problem solving.	4.63	0.61	Strongly Agree
...respects the successful resolution of his / her co-workers	4.75	0.53	Strongly Agree
...obtains effectively the resources to support the programs.	4.69	0.56	Strongly Agree
...works hard to find consensus in any conflict situations.	4.70	0.59	Strongly Agree
...decides what shall be done in any circumstance and how it shall be done.	4.71	0.59	Strongly Agree
Weighted Mean	4.70		

SD	0.58
Verbal Interpretation	Very High

Table 8 shows the level of Leadership Skills of School Heads in terms of Problem-Solving remarked as Strongly Agree. Respect for the successful resolution of his/her co-workers yielded the highest mean score (M=4.75, SD=0.53). Effectively obtains the resources, works hard to find consensus, and decides on what shall be done remarked as Strong Agree with a mean score (M=4.70, SD=0.59).

Table 9. Level of Leadership Skills of School Heads in terms of Mentoring skills

School Heads ...	MEAN	SD	REMARKS
...creates an open and supportive climate for discussion.	4.75	0.53	Strongly Agree
...listens actively and provides constructive feedback.	4.77	0.55	Strongly Agree
...assigns group members to tasks.	4.77	0.50	Strongly Agree
...schedules the work to be done	4.78	0.52	Strongly Agree
...let's group members know what is expected of them.	4.72	0.54	Strongly Agree
Weighted Mean	4.76		
SD	0.53		
Verbal Interpretation	Very High		

Table 9 reveals that school heads schedule the work to be done yielded the highest mean score (M=4.78, SD=0.52), listens actively, assigned group members to tasks, and creates an open and supportive climate for discussion also remarked as Strongly Agree.

Table 10. Level of Teachers' Job Performance in terms of Quantity of work as to Accuracy

As a teacher, I ...	MEAN	SD	REMARKS
...evaluate the effectiveness of interventions / programs / projects.	4.69	0.50	Strongly Agree
...use standardized assessment of learners.	4.78	0.41	Strongly Agree
...evaluate the learners' performance efficiently and accurately.	4.76	0.45	Strongly Agree
...clarify expectations or standards for students' academic performance	4.73	0.47	Strongly Agree
...work on plans to improve the teaching of specific curricular units or objectives	4.76	0.45	Strongly Agree
Weighted Mean	4.74		
SD	0.46		
Verbal Interpretation	Very High		

Table 10 shows that as a teacher use standardized assessments of learners yielded the highest mean score (M=4.78, SD=0.41) and was remarked as Strongly Agree and this is followed by evaluate the learner's performance efficiently and accurately and work on plans to improve the teaching of specific curricular units or objectives with a mean score (M=4.76 SD=0.45) and was followed by all the indicators that remarked as Strongly Agree.

Table 11. Level of Teachers' Job Performance in terms of Quality of work as to Thoroughness

As a teacher, I ...	MEAN	SD	REMARKS
...identify the strengths and weaknesses of the learners.	4.83	0.40	Strongly Agree
...am compassionate to the students and their progress.	4.79	0.41	Strongly Agree
...am willing to devote additional time to students who are at risk of dropping out.	4.80	0.45	Strongly Agree
...take pleasures in working with the school climate.	4.79	0.43	Strongly Agree
...am satisfied towards the achieved results.	4.69	0.50	Strongly Agree
Weighted Mean	4.78		
SD	0.44		
Verbal Interpretation	Very High		

Table 11 reveals that respondents remarked Strongly Agree in all indicators and as a teacher, he/she identify the strengths and weaknesses of the learners yielded the highest mean score (M=4.83, SD=0.40). The level of Teacher's Job Performance in terms of Quality of Work as to Thoroughness attained a weighted mean score of (M=4.78, SD=0.44).

Table 12. Level of Teachers' Job Performance in terms of Quality of work as to Competence

As a teacher, I ...	MEAN	SD	REMARKS
...provide clear information about the objectives and competencies to be developed.	4.77	0.42	Strongly Agree
...use different teaching strategies.	4.72	0.47	Strongly Agree

...provide scientific information that allows learners to gain a better and deeper understanding of the subject matter.	4.71	0.45	Strongly Agree
...provide a framework for the students to lead discussions and critical analysis.	4.65	0.48	Strongly Agree
...develop learner's critical thinking skills by providing HOTS questions.	4.71	0.47	Strongly Agree
Weighted Mean	4.71		
SD	0.46		
Verbal Interpretation	Very High		

Table 12 illustrates the level of Teachers Job Performance in terms of Quality of work as to provide clear information about the objectives and competencies to be developed yielded the highest mean score ($M=4.77$, $SD=0.42$) and was remarked as Strongly Agree.

Table 13. Level of Teachers' Job Performance in terms of Quantity of work as to Productivity level

As a teacher, I ...	MEAN	SD	REMARKS
...express enjoyment in my job	4.77	0.42	Strongly Agree
...get enough support from colleagues.	4.67	0.47	Strongly Agree
...practice just and fair policies & practices towards colleagues and employees.	4.78	0.41	Strongly Agree
...accomplish the job with inspiration.	4.72	0.45	Strongly Agree
...am able to do things that don't go against my conscience.	4.76	0.43	Strongly Agree
Weighted Mean	4.74		
SD	0.44		
Verbal Interpretation	Very High		

Table 13 illustrates that teacher practice just and fair policies towards colleagues and employees yielded the highest mean score ($M=4.78$, $SD=0.41$) and was remarked as Strongly Agree. The level of Teachers Job Performance in terms of Quantity of work as to Productivity level attained a weighted mean score of 4.74 and a standard deviation of 0.44 and was Very High among the respondents.

Table 14. Level of Teachers' Job Performance in terms of Quantity of work as to Time management

As a teacher, I ...	MEAN	SD	REMARKS
...prioritize work effectively.	4.83	0.38	Strongly Agree
...allow the learners to finish their work on a definite time.	4.81	0.40	Strongly Agree
...am willing to carry out tasks.	4.82	0.39	Strongly Agree
...set explicit timelines for instructional improvement.	4.76	0.43	Strongly Agree
...monitor classroom instructional practices to see that they reflect the school's improvement efforts.	4.79	0.41	Strongly Agree
Weighted Mean	4.80		
SD	0.40		
Verbal Interpretation	Very High		

Table 14 reveals that teacher prioritize work effectively yielded the highest mean score ($M=4.83$, $SD=0.38$) and was remarked as Strongly Agree while set explicit timelines for instructional Improvement. The level of Teachers Job Performance in terms of Quantity of work as to Time management attained a weighted mean score of 4.80, $SD=0.40$.

Table 15. Level of Teachers' Job Performance in terms of Quantity of work as to Timeliness

As a teacher, I ...	MEAN	SD	REMARKS
...finish the work on time.	4.71	0.47	Strongly Agree
...give feedback on time.	4.66	0.47	Strongly Agree
...accomplish the task every day.	4.72	0.47	Strongly Agree
...prepare the Daily Lesson Log as prescribed by the department.	4.89	0.32	Strongly Agree
...am given technical assistance on time by our superiors.	4.78	0.41	Strongly Agree
Weighted Mean	4.75		
SD	0.43		
Verbal Interpretation	Very High		

Table 15 shows that the teacher prepare the Daily Lesson Log as prescribed by the department. yielded the highest mean score ($M=4.89$, $SD=0.32$) and all the indicators remarked as Strongly Agree. The results implies that the teacher knows her duties and responsibilities in terms of timeliness.

Table 16. Level of Teachers' Job Performance in terms of Job knowledge as to Skills

As a teacher, I ...	MEAN	SD	REMARKS
...do the work that well suited my abilities.	4.83	0.38	Strongly Agree
...have the ability to tell other co-workers how to do things.	4.66	0.52	Strongly Agree
...develop new and better ways to do the job.	4.75	0.44	Strongly Agree
...provide for improvement with colleagues.	4.69	0.46	Strongly Agree
...use the schools standardized, norm- or curriculum referenced test results to plan instructional changes.	4.76	0.45	Strongly Agree
Weighted Mean	4.74		
SD	0.45		
Verbal Interpretation	Very High		

Table 16 reveals that respondents remarked all the indicators as Strongly Agree and this result implies that teachers do their work suited to their skills and abilities, with the weighted mean of 4.74, $SD=0.45$.

Table 17. Level of Teachers' Job Performance in terms of Job knowledge as to Understanding of work

As a teacher, I ...	MEAN	SD	REMARKS
...am confident on my job description.	4.77	0.44	Strongly Agree
...encourage the stakeholders' participation in all school related activities.	4.71	0.47	Strongly Agree
...apply various teaching strategies.	4.73	0.45	Strongly Agree
...promote integration of the curriculum.	4.79	0.41	Strongly Agree
...develop learners' development program in the school.	4.82	0.38	Strongly Agree
Weighted Mean	4.76		
SD	0.43		
Verbal Interpretation	Very High		

Table 17 illustrates that teachers develop learners' development program in the school yielded the highest mean score ($M=4.82$, $SD=0.38$) and was remarked as Strongly Agree. The given statement provides an analysis of the responses obtained from a survey related to the job performance of teachers in a school setting.

Table 18. Level of Teachers' Job Performance in terms of Work Relationship as to Ability to work with others

As a teacher, I ...	MEAN	SD	REMARKS
...inspire colleagues to work hard by setting a model.	4.70	0.50	Strongly Agree
...cooperate with and among my co-workers.	4.83	0.38	Strongly Agree
...find chances to do things that don't harm my other co-workers.	4.82	0.39	Strongly Agree
...treat learners as unique and intelligent individuals.	4.87	0.33	Strongly Agree
...improve parents / stakeholders' participation in school activities.	4.80	0.40	Strongly Agree
Weighted Mean	4.80		
SD	0.40		
Verbal Interpretation	Very High		

Table 18 shows that the respondents remarked all the indicators Strongly Agree. Teacher treats learners as unique and intelligent individuals." yielded the highest mean score ($M=4.87$, $SD=0.33$), followed by cooperate, find chances to do things with and among my co-workers.

The level of Teachers' Job Performance in terms of Work Relationship as to Ability to work with others attained a weighted mean score of 4.80 and a standard deviation of 0.40 and was Very High among the respondents.

Table 19. Level of Teachers' Job Performance in terms of Work Relationship as to Communication skills

As a teacher, I ...	MEAN	SD	REMARKS
...have open communication with colleagues and other stakeholders.	4.82	0.39	Strongly Agree

...have the freedom to use my own judgment.	4.68	0.49	Strongly Agree
...take care of the complaints of some parents in the community.	4.77	0.42	Strongly Agree
...set clear evidence of successful school improvement.	4.79	0.41	Strongly Agree
...seek the opinions of others for some issues.	4.81	0.40	Strongly Agree
Weighted Mean	4.77		
SD	0.34		
Verbal Interpretation	Very High		

Table 19 illustrates the level of Teachers Job Performance in terms of Work Relationship as to Communication skills attained a weighted mean score of 4.77 and a standard deviation of 0.34 and was Very High among the respondents. Results reveals that teachers have a high knowledge in terms of communication skills.

Table 20. Level of School Performance relative to the SBM Level of Practice

Statement...	MEA N	SD	REMARKS
<i>Focuses on increasing student achievements.</i>	4.83	0.43	Strongly Agree
<i>Monitors and evaluates progress and the key performance indicators.</i>	4.80	0.43	Strongly Agree
<i>Evaluates and/or rewarded because of student achievement.</i>	4.83	0.38	Strongly Agree
<i>The school SBM Level of Practice increases from Level 1 to Level 2.</i>	4.87	0.33	Strongly Agree
<i>The school SBM Level of Practice increases from Level 2 to Level 3.</i>	4.58	0.73	Strongly Agree
Weighted Mean	4.78		
SD	0.46		
Verbal Interpretation	Very High		

Table 20 illustrates the school SBM Level of Practice increases from Level 1 to Level 2 yielded the highest mean score (M=4.87, SD=0.33) and was remarked as Strongly Agree and the SBM Level of Practice increases from Level 2 to Level 3 remarked as the lowest mean score (M=4.58, SD=0.73). This result reveals that it is difficult for the school performance to achieve the SBM Level of Practice from Level 2 to Level 3 since there are a lot of factors to be considered and the documents to be presented.

Table 21. Significant Effect of the School Heads Management Skills on the Teacher's Job and School Performance of Elementary Schools in the Division of San Pablo City

School Heads Management Skills	Teacher's Job and School Performance	Beta Coefficient	t-stat	p-value	Analysis
Technical Skills	Accuracy	-0.022	-0.29	0.769	Not Significant
Conceptual Skills		0.366	4.53	0.000	Significant
Interpersonal Skills		-0.003	-0.03	0.977	Not Significant
Communication Skills		-0.140	-1.42	0.157	Not Significant
Decision-Making Skills	Thoroughness	0.336	4.03	0.000	Significant
Technical Skills		0.064	0.92	0.360	Not Significant
Conceptual Skills		0.221	2.88	0.004	Significant
Interpersonal Skills		-0.253	-3.03	0.003	Significant
Communication Skills	Competence	0.310	3.33	0.001	Significant
Decision-Making Skills		0.170	2.14	0.033	Significant
Technical Skills		-0.138	-1.72	0.086	Not Significant
Conceptual Skills		0.495	5.59	0.000	Significant
Interpersonal Skills	Productivity level	-0.291	-3.02	0.003	Significant
Communication Skills		0.328	3.04	0.003	Significant
Decision-Making Skills		-0.023	-0.25	0.802	Not Significant
Technical Skills		-0.039	-0.52	0.600	Not Significant
Conceptual Skills	Time management	0.319	3.87	0.000	Significant
Interpersonal Skills		-0.113	-1.26	0.209	Not Significant
Communication Skills		0.303	3.01	0.003	Significant
Decision-Making Skills		-0.080	-0.94	0.350	Not Significant
Technical Skills	Timeliness	0.110	1.67	0.096	Not Significant
Conceptual Skills		0.393	5.41	0.000	Significant
Interpersonal Skills		0.004	0.05	0.961	Not Significant
Communication Skills		-0.150	-1.69	0.091	Not Significant
Decision-Making Skills		0.078	1.05	0.296	Not Significant
Technical Skills		0.172	2.36	0.019	Significant
Conceptual Skills		0.234	2.92	0.004	Significant
Interpersonal Skills		0.146	1.66	0.098	Not Significant
Communication Skills		-0.209	-2.14	0.033	Significant
Decision-Making Skills		0.027	0.32	0.746	Not Significant

Technical Skills		-0.001	-0.01	0.992	Not Significant
Conceptual Skills		0.361	4.04	0.000	Significant
Interpersonal Skills	Skills	-0.050	-0.51	0.610	Not Significant
Communication Skills		0.015	0.14	0.889	Not Significant
Decision-Making Skills		-0.014	-0.15	0.880	Not Significant
Technical Skills		0.060	0.79	0.431	Not Significant
Conceptual Skills		0.374	4.48	0.000	Significant
Interpersonal Skills	Understanding of Work	0.070	0.77	0.443	Not Significant
Communication Skills		0.029	0.29	0.775	Not Significant
Decision-Making Skills		-0.186	-2.16	0.031	Significant
Technical Skills		0.111	1.62	0.106	Not Significant
Conceptual Skills		0.15071	2.00	0.047	Significant
Interpersonal Skills	Ability to work with others	-0.029	-0.35	0.724	Not Significant
Communication Skills		0.107	1.17	0.245	Not Significant
Decision-Making Skills		0.031	0.39	0.695	Not Significant
Technical Skills		-0.032	-0.46	0.645	Not Significant
Conceptual Skills		0.278	3.65	0.000	Significant
Interpersonal Skills	Communication skills	0.032	0.39	0.697	Not Significant
Communication Skills		0.021	0.23	0.821	Not Significant
Decision-Making Skills		0.114	1.45	0.148	Not Significant
Technical Skills		0.22976	3.40	0.001	Significant
Conceptual Skills		0.19079	2.56	0.011	Significant
Interpersonal Skills	SBM Level of Practice	0.30836	3.79	0.000	Significant
Communication Skills		0.02583	0.28	0.776	Not Significant
Decision-Making Skills		-0.35073	-4.56	0.000	Significant

Table 21 presents the significant effect of the School Heads Management Skills on the Teachers Job and School Performance in terms of Accuracy, Productivity level, Time Management, Skills, Understanding of work, Ability to work with others, and Communication skills were not observed to have any significant effect except Thoroughness, Competence, Timeliness, and SBM Level of Practice. This is based on the computed t values obtained from the tests which were less than the critical t value. Furthermore, the majority of the p-values obtained were greater than the significance alpha 0. 05, hence there is absence of significance. From the findings above, we can infer that at 0. 05 level of significance, the null hypothesis There is no significant effect of the School Heads Management Skills on the Teachers Job and School Performance of Elementary Schools in the Division of San Pablo City is accepted.

Table 22. Significant Effect of the School Heads' Leadership Skills on the Teacher's Job and School Performance of Elementary Schools in the Division of San Pablo City

School Heads' Leadership Skills	Teacher's Job and School Performance	Beta Coefficient	t-stat	p-value	Analysis
Decisiveness	Accuracy	0.07699	0.98	0.330	Not Significant
Critical thinking		0.15078	1.57	0.118	Not Significant
Problem-solving		-0.02667	-0.28	0.779	Not Significant
Mentoring skills		0.34741	4.18	0.000	Significant
Decisiveness	Thoroughness	0.10102	1.50	0.135	Not Significant
Critical thinking		0.32106	3.91	0.000	Significant
Problem-solving		-0.17915	-2.21	0.028	Significant
Mentoring skills		0.34050	4.80	0.000	Significant
Decisiveness	Competence	0.11587	1.30	0.196	Not Significant
Critical thinking		0.3061	2.81	0.005	Significant
Problem-solving		-0.1979	-1.84	0.067	Not Significant
Mentoring skills		0.16772	1.78	0.075	Not Significant
Decisiveness	Productivity level	0.20493	2.67	0.008	Significant
Critical thinking		0.63685	6.82	0.000	Significant
Problem-solving		-0.37903	-4.10	0.000	Significant
Mentoring skills		0.00693	0.09	0.932	Not Significant
Decisiveness	Time management	-0.07113	-0.97	0.335	Not Significant
Critical thinking		0.31622	3.53	0.000	Significant
Problem-solving		0.00963	0.11	0.914	Not Significant
Mentoring skills		0.14345	1.85	0.065	Not Significant
Decisiveness	Timeliness	0.00049	0.01	0.995	Not Significant
Critical thinking		0.35386	3.57	0.000	Significant
Problem-solving		0.03799	0.39	0.699	Not Significant
Mentoring skills		-0.05094	-0.59	0.553	Not Significant
Decisiveness	Skills	0.13339	1.50	0.135	Not Significant
Critical thinking		0.2829	2.61	0.009	Significant

Problem-solving		-0.2068	-1.93	0.055	Not Significant
Mentoring skills		0.11512	1.23	0.220	Not Significant
Decisiveness		-0.10987	-1.33	0.186	Not Significant
Critical thinking	Understanding of Work	0.3279	3.25	0.001	Significant
Problem-solving		-0.06864	-0.69	0.492	Not Significant
Mentoring skills		0.19603	2.25	0.025	Not Significant
Decisiveness		0.00276	0.04	0.970	Not Significant
Critical thinking	Ability to work with others	0.33794	3.80	0.000	Significant
Problem-solving		-0.13762	-1.56	0.119	Not Significant
Mentoring skills		0.17613	2.29	0.023	Significant
Decisiveness		0.25154	3.33	0.001	Significant
Critical thinking	Communication skills	0.39234	4.26	0.000	Significant
Problem-solving		-0.20502	-2.25	0.025	Significant
Mentoring skills		-0.01466	-0.18	0.854	Not Significant
Decisiveness		-0.13036	-1.71	0.089	Not Significant
Critical thinking	SBM Level of Practice	-0.04139	-0.45	0.656	Not Significant
Problem-solving		0.22872	2.49	0.013	Significant
Mentoring skills		0.35625	4.44	0.000	Significant

Table 22 presents the significant effect of the School Heads Leadership Skills on the Teacher's Job and School Performance. The Accuracy, Competence, Time Management, Timeliness, Skills, Understanding of work, Ability to work with others, and SBM Level of Practice of the School Heads Leadership Skills were not observed to have any significant effect on the Teacher's Job and School Performance except Thoroughness, Productivity level and Communication skills. From the findings above, we can infer that at 0.05 levels of significance, the null hypothesis There is no significant effect of the School Heads Leadership Skills on the Teacher's Job and School Performance of Elementary Schools in the Division of San Pablo City is accepted.

CONCLUSION

Based on the results of this research, several conclusions have been drawn. These conclusions have been derived from a thorough analysis of the data gathered during the study. The findings suggest that certain factors have a significant impact on the outcome of the research, and these findings have been used to develop the following conclusions.

1. School heads in the Division of San Pablo City possess very high levels of management and leadership skills.
2. Technical skills, conceptual skills, interpersonal skills, communication skills, and decision-making skills are perceived to be strong areas for school heads.
3. School heads are effective in providing technical assistance to teachers and organizing and conducting in-service training programs.
4. School heads are involved in monitoring and evaluating teachers' performance, which can positively impact overall school performance.
5. Teachers in the Division of San Pablo City exhibit high levels of job performance in terms of accuracy, thoroughness, competence, productivity, time management, timeliness, job knowledge, and work relationships.
6. School performance in the Division of San Pablo City is relatively high and correlates with the School-Based Management (SBM) Level of Practice.
7. The management skills of school heads significantly affect both the job performance of elementary school teachers and school performance in the Division of San Pablo City.
8. The leadership skills of school heads significantly affect both the job performance of elementary school teachers and school performance in the Division of San Pablo City.
9. Teachers' job performance is positively correlated with school performance.

10. School heads play a crucial role in improving the quality of education in their schools through their management and leadership skills.
11. The use of modern technology by school heads can enhance the efficiency and effectiveness of their work and contribute to the overall management of the school.
12. School heads recognize the importance of providing professional development opportunities to their teachers to improve their teaching skills and enhance the quality of education in their school.
13. Teachers' job performance is positively correlated with their ability to work with others and communicate effectively.
14. Effective communication and teamwork are crucial components of a positive work relationship.
15. School heads who possess strong leadership skills can positively impact the motivation and performance of their teachers.
16. Decisiveness, critical thinking, problem-solving, and mentoring skills are essential components of effective leadership.
17. Effective leadership can positively impact the overall school performance, as evidenced by the relatively high SBM Level of Practice in the Division of San Pablo City.
18. The job performance of teachers and school performance are mutually reinforcing, with each contributing to the success of the other.

RECOMMENDATIONS

After analyzing the findings and arrive at conclusions, several suggestions have been developed based on the results. These recommendations are driven by the insights gained from the research and aim to address the issues identified.

1. Provide school heads with opportunities for professional development to enhance their technical skills in managing schools.
2. Encourage school heads to use modern technology to improve their efficiency and effectiveness in managing schools.
3. Provide school heads with training on conceptual skills, including analyzing standardized test results and using data to inform decision-making.
4. Emphasize the importance of interpersonal skills for school heads in building positive relationships with teachers, staff, and students.
5. Encourage school heads to communicate effectively with teachers, staff, and parents to build trust and promote transparency.
6. Provide school heads with training on decision-making skills to enable them to make informed and effective decisions.
7. Encourage school heads to be decisive and proactive in addressing issues and challenges in their schools.
8. Provide school heads with training on critical thinking and problem-solving to enable them to identify and solve complex problems.
9. Encourage school heads to mentor teachers and provide them with support and guidance to improve their teaching skills.
10. Emphasize the importance of accuracy, thoroughness, and competence in teacher job performance and provide teachers with opportunities for professional development to improve these areas.

11. Encourage teachers to improve their productivity levels and time management skills to increase their job performance.
12. Provide teachers with opportunities for professional development to enhance their job knowledge and understanding of their work.
13. Emphasize the importance of collaboration and communication skills for teachers to build positive relationships with colleagues, students, and parents.
14. Monitor and evaluate teacher job performance regularly to identify areas for improvement and provide support and feedback.
15. Provide schools with resources and support to improve their school performance and attain a higher level of SBM practice.
16. Encourage school heads to involve teachers and staff in the school improvement process to build a sense of ownership and commitment.
17. Provide schools with access to relevant data and information to inform their decision-making and planning.
18. Promote a culture of continuous improvement in schools by encouraging reflection, feedback, and learning.
19. Foster a positive and supportive work environment in schools to enhance teacher job satisfaction and performance.
20. Promote a strong partnership between schools, parents, and the wider community to support student learning and school improvement.

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