Roles and Leadership Skills of the Institutional Leaders to the School Climate and Performance

Vivian C. Camson

vivian.camson@deped.gov.ph

Laguna State Polytechnic University, 4012, Philippines
Teacher III, Pila Elementary School, Pila, Laguna, 4010, Philippines

Abstract

The study was to determine the significant relationship between the roles and leadership skills of the institutional leaders to the school climate and performance in the Division of Laguna. In this study, the teachers evaluated the roles of the institutional leaders with regards to strategic planning, school management and operations, learners' well-being and resilience, faculty and staff empowerment and parent involvement and community partnership as well as school climate with respect to school safety, interpersonal relationship, teaching and learning, and institutional environment and the level of schools' performance in terms of academic achievements, performance ratings, accomplishments, awards and recognition and community linkages.

Using a descriptive design of study to test the hypothesis, the researcher carefully reviewed the data from 25 schools and 125 teachers who participated in the study and were responders from the sub-offices of Bay, Calauan, Los Banos, Pila, and Victoria. The survey used in this study included primary teachers from the division of Laguna as respondents, and it was verified by the Public Schools District Supervisor, Principal, and Master Teacher.

The researcher used descriptive research design to gather necessary data and information. The statistical treatment of data consisted of the descriptive part used frequency count, mean and standard deviation, and for the interferential part, the Pearson product-moment correlation was used.

The findings revealed that the roles of the institutional leaders were highly evident. Likewise, the leadership skills as perceived by the teachers with regards to effective communication, strong ethics and standards, innovation and creativity and decision making were also highly evident, and all were interpreted as very high. The school climate with respect to school safety, interpersonal relationship teaching and learning the institutional environment received a highly observed. On the other hand, the school performance relative to academic achievements, performance rating accomplishments, awards and recognition and community linkages was also highly observed from the respondents on how their institution was improved. All were interpreted as very high.

As seen in the treatment of the study, the null hypothesis indicated that there is no significant relationship between the roles and leadership skills of the institutional leaders to the school climate and performance in the Division of Laguna is accepted. Based on the finding and conclusions drawn, the following recommendations were forwarded.: The institutional leaders may continue to offer and implement programs and seminars for all school leaders annually to provide them with crucial information about managing schools' climate and performance. This will help them understand their duties and responsibilities and ensure that the school heads will have the opportunity to continuously improve themselves as school leaders. Institutional leaders may continue their postgraduate studies and attend management and leadership skills seminars to make sure that their demanding tasks are always fulfilled and attained. The institutional leaders may keep enhancing their leadership skills to carry out their responsibilities for ongoing academic performance improvement more successfully. Finally, researchers may conduct follow-up surveys of additional respondents to validate their results. By gaining a better grasp of the relationship between the roles and skills of institutional leaders and the school climate and performance, parameters may also be altered, or other modifications made to achieve more conclusive findings.

Keywords: roles of institutional leaders; leadership skills; school climate; school performance

Introduction

The field of school leadership is crucial. Successful schools are distinguished from failing schools by their leadership. The best school leaders are those that are actively involved in the growth of their organizations and the communities where the students reside. The requirements of the institutional leaders and the needs of the pupils are balanced by the incorporation of roles and leadership skills.

In line with the DepEd Order No. 32, s. 2010 for this reason, "The National Adaptation and Implementation of the National Competency-Based Standards for the School Heads', in pursuant to the Implementing Rules and Regulations of Republic Act No. 9155 defines the standards through the domains and strands which can be used as the basis for the school heads' decision making, actions and performance of their functions in addition to fundamental direction provided by the set of standards, knowledge, skills, and values.

The institutional leaders are responsible to become effective in their many roles within the school, including leadership in school management and operations, faculty and staff empowerment, and learners' well-being and resilience to overcome the current crisis in the Philippine Education educational system brought on by the COVID 19 post-pandemic situation. The SDO-Laguna, functioning under the mantra LAGO-Laguna is committed to enhancing the academic performance of its learners, students, and pupils. Through its school and learning centers, they seek to support the enhancement of educational system outcome and school-based management. To enhance the school target performance of the school and to deliver quality education they must consider the school climate with most efficient education possible in the environment that the school has to offer to the learners.

According to (Henderson, 2020) states that the educational system must prepare to develop plans to move forward the new normal after the crisis. To be resilient, basic education needs to be address teaching and learning continuity amid beyond pandemic. Promoting a positive, equitable climate where all students feel safe, supported and well.

Considering the circumstances, this paper focused on the relationship on roles and leadership skills of the institutional leaders to the school climate and performance in the Division of Laguna. School administrators, teachers, and students might benefit from this study.

Specifically, it sought answers to the following questions:
1. What is the status of demographic profile of the respondents?
    1.1 Age;
    1.2 Sex;
    1.3 Civil Status;
    1.4 Educational Attainment;
    1.5 Length of Service in Teaching;
    1.6 Position
2. What is the level of the roles of the institutional leaders as perceived by the teachers in the Division of Laguna with regards to:
    2.1 Strategic Planning;
    2.2 School Management and Operations;
    2.3 Learners' Well-being and Resilience;
    2.4 Faculty and Staff Development; and
    2.5 Parent Involvement and Community Partnership?
3. What is the level of leadership skills of the institutional leaders as perceived by the teachers in the Division of Laguna with regards to:
    3.1 Effective Communication;
    3.2 Strong Ethics and Standards;
    3.3 Innovation and Creativity; and
    3.4 Decision-making?
4. What is the level of school climate in selected schools in the Division of Laguna with respect to:
    4.1 School Safety;
    4.2 Interpersonal Relationship;
    4.3 Teaching and Learning; and
    4.4 Institutional Environment?

5. What is the level of school performance in the Division of Laguna relative to:

     5.1 Academic Achievements;

     5.2 Performance Rating;

     5.3 Accomplishments; and

     5.4 Community Linkages?

6. Is there a significant relationship between the profile of the respondents to school climate and performance?

7. Is there a significant relationship between the roles of the institutional leaders to school climate and performance?

8. Is there a significant relationship between the leadership skills of the institutional leaders to school climate and performance.

Review Of Related Literature

Roles of the Institutional Leaders
Strategic Planning

Strategic Planning is the process of setting goals, deciding on actions to achieve those goals, and mobilizing the resources needed to take those actions. Strategic planning describes how goals will be achieved using available resources. Leaders at top-performing schools have changed their strategic planning process proactively to involve and involve parents and other important stakeholder groups. They are aware that their strategic goals are likely to fail in the absence of community support and the wisdom that comes from involvement in the community. (Porter, 2021)

School Management and Operations

Effective and efficient management is essential for all organizations. Being effective is apparent if one performs a certain activity correctly, whereas efficiency is noticeable if the task is completed accurately. The efforts of those who travel in one direction to achieve the intended goal are coordinated by management to achieve the organization's vision, mission, and goals. The management skills of school leaders need to be developed in these times of uncertainty where everything must halt to achieve higher school performance. (Valenzuela & Buenvinida, 2021)

Learners' Well-being and Resilience

According to Gonser (2021) says that the capacity to overcome challenges is resilience. It is a crucial ability for overcoming life's unavoidable challenges and one of the essential elements of success. gaining the ability to rebound and move forward. They have the highest chance of achieving if they are resilient since it allows them to face these head-on, recover from any setbacks, and do so. It enables them to develop and learn in all circumstances—two abilities essential to their well-being and advancement. Additionally, resilience will enable them to approach unfamiliar circumstances, people, or experiences with assurance and a positive outlook, increasing their chances of success.

Faculty and Staff Empowerment

Faculty hires are a huge investment by your institution. The expertise and knowledge of your faculty is a tremendous asset as you seek to adapt to your institution. Build your faculty brand, support their innovative activities, support team teaching, interdisciplinary programs, outreach, and extension. Support partnership efforts that they develop, create flexibility that allows them to make decisions about teaching and research that advance the institution. Staff empowerment is a management concept that places a strong emphasis on providing staff with the freedom, tools, and assistance they require to make decisions independently and to be held accountable for those decisions (Stone, 2023)

Parent Involvement and Community Partnership

Based on the study of Adger (2018) revealed the benefit was that community partners apply what they learn from a school's inclusive culture and practices to better support the inclusion of all individuals with disabilities in their community outside of the school. School factors that facilitate these partnerships include strong school leadership, an inviting school culture, educator commitment to student success, and the ability to collaborate and communicate with community partners. Strong community partnerships support schools in the present, while the benefits to the community may continue long into the future.

Leadership Skills of the Institutional Leaders
Effective Communication
Coursera (2023) explains that effective communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose. When we communicate effectively, both the sender and receiver feel satisfied.

Strong Ethics and Standards

Educational ethics and standards are crucial for the smooth operation of the system. By establishing the parameters of what is and is not acceptable, ethics safeguards the interests of both teachers and pupils. The discipline of dealing with right and wrong with dedication and moral obligation is referred to as ethics. Ethics are well-defined standards that define what actions are acceptable and wrong. It is categorized as a special value that incorporates traits like honesty, discipline, and integrity into daily activities. Ethics influence behavior and help a person choose the proper course of action. (Ecole Globale, 2023)

Innovation and Creativity

Cole (2020), teachers should never consider innovation to be synonymous with technology. An innovation solves a problem or reveals new possibilities -- and technology may be part of the outcome. But the problems and possibilities of the next few years -- especially after social distancing --will also involve finding new ways to work and play face-to-face. Digital technology is an expansion of the innovator's toolkit. But it is a powerful tool and one where young mind have plenty to offer.

Decision Making

According to Chakraborty (2021) the decision-making process may or may not always be black and white, a true leader must always be willing to take risks, explore different options and work alongside the team to navigate through different situations. Enhancing the skills of a modern administrative leader has become easier with the educational administration management courses now. By determining the priority, utilizing time productively, involving stakeholders, and clarifying the purpose of decision making with collaboration school administrator can impact the growth significantly.

School Climate

School Safety

School Safety has been defined as creating a safe environment for children, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation. Emotional safety is especially important because it is often difficult for teachers and parents to detect emotional problems and difficulties in children. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being. (Vikaspedia.in, 2023)

Interpersonal Relationship

As stated by Cherry (2021) an interpersonal relationship is a social connection or affiliation between two or more people. Interpersonal relationships can include your partner, loved ones, close friends, acquaintances, co-workers, and many others who make up the social connections in your life. Some relationships are limited in duration simply by the nature of the connection—your relationship with a coworker, healthcare professional, or teacher, for example, may end based on various transitions in your life.

Teaching and Learning

Munna, A. S. & Kalam, M. A. (2021) states that teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred to as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources and implement the teaching and learning strategy. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students.

Institutional Environment

Vishwaroop (2022) states that community resources are resources that enhance or facilitate the lives of people in a community. These resources are an integral part of every individual's development. Some examples of community resources are factories, educational institutions, cinema halls, libraries, religious places, hospitals, community centers, parks, etc. It would be a great idea to make use of these resources in education as it develops a sense of value and belonging among students.

School Performance

Academics Achievements

According to Munis (2019), a broad definition of an academic achievement is receiving an honor or prize and being publicly acknowledged for it. The form of recognition can range from an actual object, such as a trophy or plaque, to prize money, a title, or verbal recognition. Typically, an academic honor will fall into one of the following categories: (1) Distinction, honor, or honorable mention for which you won't usually receive a physical object or award—just the title, (2) A diploma or certificates.

Performance Rating

DepEd chose the usage of RPMS, which focuses on performance metrics in relation to a specific milestone and offers a reliable and verifiable foundation for evaluating organizational results and the collective performance of the government workforce, to analyze performance. The Office Performance Commitment and Review Form, or OPCRF, is completed by the school administrators to demonstrate the success of their position. As evidence of an actual performance, the OPCRF must be accompanied by reports, records, or any other outputs (DepEd Order No. 2 s. 2015).

Awards and Recognition

According to Hopkins (2020) school heads should be eager to recognize their star teachers and staff members. Recognizing those stars in public ways can help school leaders highlight the qualities they value most. Rewarding teachers can help them set the standard – or even raise the bar – of staff performance. Upper-level management in an organization like the school head should take interest in professional growth to increase the performance level of the teachers. They should develop a sense of responsibility among their teachers; it will lead the school toward success.

Community Linkages

Epstein (2017) claims that schools work best when parents and the community are engaged and feel a feeling of ownership over the institution. It was also determined that qualified teachers and appropriate facilities were important factors in determining how well secondary school pupils performed academically. Moreover, Community Linkages is centered on the premise that lessons should be directly related to the experiences and goals of the students outside of the classroom. Educational leaders should make an effort to build connections between communities and schools (Jomuad, 2020).

Methodology

Research Design

The study used descriptive research design since it wanted to know "what is" the prevailing conditions dealt with assessing relationship of roles and leadership skills of the institutional leaders to the school climate and performance in the Division of Laguna through a survey questionnaire which was the source of data.

Respondents of the Study

The respondents of the study were composed of 125 teachers from twenty-five schools in the five districts of the Division of Laguna. They contributed the data needed for the study based on their prior knowledge and experiences.

Research Instrument

To perform this study, the researcher utilized a constructed survey questionnaire based on the related literature survey. Each variable's indication was made up of five parametric items. Five (5) parts serve to make up its structure. The respondent's profile was requested in the first section. The second asked about the roles of the institutional leaders while the third section focused on leadership skills, the fourth portion questioned about how the school climate as perceived by the teacher respondents. On the last part discussed about the performance of the selected schools in the Division of Laguna for the SY 2022–2023. It was presented to the respondents using the Likert Scale.

Research Procedure

The first step of coming up with a dissertation writing title for the researcher was to pinpoint the issue that is relevant to the schools' climate and performance. In response to the identified issue, the researcher set out to develop objectives, a hypothesis, a framework, and a set of techniques. The research instrument, a survey questionnaire checklist, was then developed by the researcher and submitted to respected authorities in the

study's field for evaluation and validation.

The researcher requested permission to the division superintendent of the Division of Laguna to allow the researcher to conduct the study. After the approval of the superintendent, the researcher sought the approval of the Public Schools District Supervisor of Bay, Calauan, Los Baňos, Pila, and Victoria. The researcher created questionnaires, which she then gave to the Division of Laguna's chosen respondents.

Complete data collection was done by the researcher. As a result, all the information from the study was contained in the questionnaires, which were subsequently compiled, summarized, examined, and evaluated. The research results, conclusions, and recommendations were then created.

Statistical Treatment of Data

The following tools were utilized for the purposes of grouping, quantifying tabulating, and analyzing the data gathered.

To describe the profile of the teacher respondents, frequency and percentage distribution was utilized. Weighted mean and standard deviation were used to determine the level of roles and leadership skills of the institutional leaders in the division of Laguna.

To determine the significant relationship between the roles and leadership skills of the institutional leaders to the school climate and performance in the division of Laguna, the Pearson-Product-Moment-Correlation Coefficient was used with 0.05 level of significant.

Result And Discussion

Table 1. Significant relationship between the profile of the respondents to the school climate and performance in the Division of Laguna

Profile	School Climate & Performance	t-stat	Degree of Correlation	Analysis
Age	School Safety	-0.084	Very Weak Relationship	Not Significant
	Interpersonal Relationship	-0.101	Very Weak Relationship	Not Significant
	Teaching and Learning	-0.086	Very Weak Relationship	Not Significant
	Institutional Environment	-0.066	Very Weak Relationship	Not Significant
	Academic Achievements	-0.090	Very Weak Relationship	Not Significant
	Performance Rating	-0.168	Very Weak Relationship	Not Significant
	Accomplishments	-0.172	Very Weak Relationship	Not Significant
	Awards and Recognition	-0.128	Very Weak Relationship	Not Significant
	Community Linkages	-0.091	Very Weak Relationship	Not Significant
Sex	School Safety	0.007	Very Weak Relationship	Not Significant
	Interpersonal Relationship	0.018	Very Weak Relationship	Not Significant
	Teaching and Learning	-0.006	Very Weak Relationship	Not Significant
	Institutional Environment	0.017	Very Weak Relationship	Not Significant
	Academic Achievements	-0.053	Very Weak Relationship	Not Significant
	Performance Rating	0.006	Very Weak Relationship	Not Significant
	Accomplishments	-0.009	Very Weak Relationship	Not Significant
	Awards and Recognition	0.077	Very Weak Relationship	Not Significant
	Community Linkages	-0.059	Very Weak Relationship	Not Significant
Civil Status	School Safety	-0.053	Very Weak Relationship	Not Significant
	Interpersonal Relationship	-0.119	Very Weak Relationship	Not Significant
	Teaching and Learning	-0.090	Very Weak Relationship	Not Significant
	Institutional Environment	-0.088	Very Weak Relationship	Not Significant
	Academic Achievements	-0.034	Very Weak Relationship	Not Significant
	Performance Rating	-0.008	Very Weak Relationship	Not Significant
	Accomplishments	-0.016	Very Weak Relationship	Not Significant
	Awards and Recognition	-0.042	Very Weak Relationship	Not Significant
	Community Linkages	-0.047	Very Weak Relationship	Not Significant
Educational Attainment	School Safety	-0.240	Weak Relationship	Significant
	Interpersonal Relationship	-0.228	Weak Relationship	Significant
	Teaching and Learning	-0.264	Weak Relationship	Significant
	Institutional Environment	-0.256	Weak Relationship	Significant
	Academic Achievements	-0.125	Very Weak Relationship	Not Significant
	Performance Rating	-0.034	Very Weak Relationship	Not Significant
	Accomplishments	-0.028	Very Weak Relationship	Not Significant
	Awards and Recognition	-0.098	Very Weak Relationship	Not Significant
	Community Linkages	-0.113	Very Weak Relationship	Not Significant
Length of Service	School Safety	-0.096	Very Weak Relationship	Not Significant
	Interpersonal Relationship	-0.115	Very Weak Relationship	Not Significant
	Teaching and Learning	-0.116	Very Weak Relationship	Not Significant
	Institutional Environment	-0.096	Very Weak Relationship	Not Significant
	Academic Achievements	-0.050	Very Weak Relationship	Not Significant
	Performance Rating	-0.082	Very Weak Relationship	Not Significant
	Accomplishments	-0.083	Very Weak Relationship	Not Significant
	Awards and Recognition	-0.041	Very Weak Relationship	Not Significant
	Community Linkages	-0.070	Very Weak Relationship	Not Significant
Position	School Safety	-0.102	Very Weak Relationship	Not Significant
	Interpersonal Relationship	-0.115	Very Weak Relationship	Not Significant
	Teaching and Learning	-0.142	Very Weak Relationship	Not Significant
	Institutional Environment	-0.130	Very Weak Relationship	Not Significant
	Academic Achievements	-0.127	Very Weak Relationship	Not Significant
	Performance Rating	-0.076	Very Weak Relationship	Not Significant
	Accomplishments	-0.086	Very Weak Relationship	Not Significant
	Awards and Recognition	-0.070	Very Weak Relationship	Not Significant
	Community Linkages	-0.075	Very Weak Relationship	Not Significant

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

Table 1 presents the significant relationship between the profile of the respondents to the climate and performance Division of Laguna.

The Age, Sex, Civil Status, Length of Service, and Position of the profile was not observed to have any significant relationship to the School Climate except for the Educational Attainment. The Age, Sex, Civil Status, Length of Service, and Position of the profile was not observed to have any significant relationship to the Performance. This is based on the computed r values obtained from the tests with a very weak to weak relationship. Furthermore, the p-values obtained were greater than the significance alpha0.05, hence there is an absence of significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the profile of the respondents to the school climate and performance" is accepted.

Table 2. Significant relationship between the roles of the institutional leaders to the school climate and performance in the Division of Laguna

Roles	Performance	t-stat			Analysis
Strategic Planning	School Safety	.378	2.858	.005	Significant
	Interpersonal Relationship	.442	3.247	.002	Significant
	Teaching and Learning	.341	2.650	.009	Significant
	Institutional Environment	.517	3.929	.000	Significant
	Academic Achievements	.002	.018	.986	Not Significant
	Performance Rating	.071	.463	.644	Not Significant
	Accomplishments	.004	.028	.977	Not Significant
	Awards and Recognition	.211	1.541	.126	Not Significant
	Community Linkages	.109	.780	.437	Not Significant
School Management & Operations	School Safety	-.060	-.357	.722	Not Significant
	Interpersonal Relationship	-.089	-.509	.612	Not Significant
	Teaching and Learning	.078	.473	.637	Not Significant
	Institutional Environment	-.176	-1.043	.299	Not Significant
	Academic Achievements	.006	.031	.975	Not Significant
	Performance Rating	-.017	-.087	.931	Not Significant
	Accomplishments	-.005	-.025	.980	Not Significant
	Awards and Recognition	-.103	-.586	.559	Not Significant
	Community Linkages	-.182	-1.019	.310	Not Significant
Learners' Well-being and Resilience	School Safety	.283	1.484	.141	Not Significant
	Interpersonal Relationship	.284	1.443	.152	Not Significant
	Teaching and Learning	.270	1.449	.150	Not Significant
	Institutional Environment	.181	.951	.344	Not Significant
	Academic Achievements	.373	1.886	.062	Not Significant
	Performance Rating	.425	1.925	.057	Not Significant
	Accomplishments	.433	1.975	.051	Not Significant
	Awards and Recognition	.354	1.790	.076	Not Significant
	Community Linkages	.324	1.610	.110	Not Significant
Faculty and Staff Empowerment	School Safety	-.031	-.427	.670	Not Significant
	Interpersonal Relationship	-.083	-1.097	.275	Not Significant
	Teaching and Learning	-.074	-1.034	.303	Not Significant
	Institutional Environment	-.056	-.769	.443	Not Significant
	Academic Achievements	.054	.709	.480	Not Significant
	Performance Rating	.009	.102	.919	Not Significant
	Accomplishments	.014	.164	.870	Not Significant
	Awards and Recognition	-.036	-.472	.638	Not Significant
	Community Linkages	.043	.554	.581	Not Significant
Parent Involvement & Community Partnership	School Safety	.094	.582	.561	Not Significant
	Interpersonal Relationship	.031	.187	.852	Not Significant
	Teaching and Learning	.043	.273	.785	Not Significant
	Institutional Environment	.169	1.055	.293	Not Significant
	Academic Achievements	.232	1.396	.165	Not Significant
	Performance Rating	.006	.033	.974	Not Significant
	Accomplishments	.055	.300	.765	Not Significant
	Awards and Recognition	.194	1.165	.246	Not Significant
	Community Linkages	.343	2.026	.045	Significant

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

| 0.20 – 0.39 | Weak |
| 0.00 – 0.19 | Very Weak |

Table 2 presents the significant relationship between the profile of the respondents to the climate and performance Division of Laguna.

The School Management and Operation, Learners' Well-being and Resilience, Faculty and Staff Empowerment, and Parent Involvement and Community Partnership was not observed to have any significant relationship to the School Climate except Strategic Planning. The Strategic Planning, School Management and Operation, Learners' Well-being and Resilience, Faculty and Staff Empowerment, and Parent Involvement and Community Partnership of the Roles of the Institutional Leaders was not observed to have any significant relationship to the Performance. This is based on the computed r values obtained from the tests with a very weak to weak relationship. Furthermore, the p-values obtained were greater than the significance alpha0.05, hence there is an absence of significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Roles of the Institutional Leaders and the school climate and performance" is accepted.

Table 3. Significant relationship between the Leadership Skills of the institutional leaders to the school climate and performance in the Division of Laguna

Leadership	Performance	t-stat			Analysis
Effective Communication	School Safety	-.082	-1.059	.292	Not Significant
	Interpersonal Relationship	-.143	-2.022	.045	Significant
	Teaching and Learning	-.082	-1.116	.267	Not Significant
	Institutional Environment	-.067	-.920	.359	Not Significant
	Academic Achievements	-.083	-1.027	.307	Not Significant
	Performance Rating	-.035	-.394	.694	Not Significant
	Accomplishments	-.059	-.685	.495	Not Significant
	Awards and Recognition	-.061	-.783	.435	Not Significant
	Community Linkages	-.138	-1.748	.083	Not Significant
Strong Ethics and Standards	School Safety	.306	1.894	.061	Not Significant
	Interpersonal Relationship	.461	3.133	.002	Significant
	Teaching and Learning	.466	3.057	.003	Significant
	Institutional Environment	.470	3.131	.002	Significant
	Academic Achievements	.127	.762	.448	Not Significant
	Performance Rating	.122	.670	.504	Not Significant
	Accomplishments	.068	.380	.705	Not Significant
	Awards and Recognition	.257	1.599	.113	Not Significant
	Community Linkages	.251	1.537	.127	Not Significant
Innovation and Creativity	School Safety	-.009	-.063	.950	Not Significant
	Interpersonal Relationship	-.122	-.931	.354	Not Significant
	Teaching and Learning	.138	1.018	.311	Not Significant
	Institutional Environment	-.053	-.397	.692	Not Significant
	Academic Achievements	.581	3.907	.000	Significant
	Performance Rating	.498	3.064	.003	Significant
	Accomplishments	.630	3.954	.000	Significant
	Awards and Recognition	.507	3.555	.001	Significant
	Community Linkages	.653	4.494	.000	Significant
Decision-making	School Safety	.334	1.718	.088	Not Significant
	Interpersonal Relationship	.369	2.084	.039	Significant
	Teaching and Learning	.099	.539	.591	Not Significant
	Institutional Environment	.273	1.511	.133	Not Significant
	Academic Achievements	-.128	-.635	.527	Not Significant
	Performance Rating	-.207	-.940	.349	Not Significant
	Accomplishments	-.275	-1.275	.205	Not Significant
	Awards and Recognition	-.120	-.618	.538	Not Significant
	Community Linkages	-.293	-1.489	.139	Not Significant

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

Table 3 presents the significant relationship between the Leadership Skills of the Institutional Leaders and the climate and performance Division of Laguna.

The Effective Communication, Innovation and Creativity, and Decision-making of the Leadership Skills of the Institutional Leaders was not observed to have significant relationship to the School Climate except for the Strong Ethics and Standards. The Effective Communication, Strong Ethics and Standards, and Decision-making of the Leadership Skills of the Institutional Leaders was not observed to have significant relationship to the School Climate except for the Innovation and Creativity was not observed to have any significant relationship to the Performance. This is based on the computed r values obtained from the test with a very weak to weak relationship. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is an absence of significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Leadership Skills of the Institutional Leaders and the school climate and performance" is accepted.

Conclusions

The conclusion had resulted that there is no significant relationship between the profile of the respondents in terms of age, sex, civil status, educational attainment, length of service in teaching and position to school climate and performance.

Likewise, it is concluded that there is no significant relationship between roles of the institutional leaders with regards to strategic planning, school management and operations, learners' well-being and resilience, faculty and staff empowerment, and parent involvement and community partnership to school climate and performance.

Moreover, it is also concluded that there is no significant relationship between the leadership skills of the institutional leaders with regards to effective communication, strong ethics and standards, innovation and creativity, and decision-making to the school climate and performance.

Hence, the null hypothesis indicated that there is no significant relationship between the roles and leadership skills of the institutional leaders to the school climate and performance in the Division of Laguna is accepted. Recommendations were forwarded based on the findings.

Recommendations

1. The institutional leaders may continue to offer and implement programs and seminars for all school leaders annually to provide them with crucial information about managing schools' climate and performance. This will help them understand their duties and responsibilities and ensure that the school heads will have the opportunity to continuously improve themselves as school leaders.

2. Institutional leaders may continue their postgraduate studies and attend management and leadership skills seminars to make sure that their demanding tasks are always fulfilled and attained.

3. The institutional leaders may keep enhancing their leadership skills to carry out their responsibilities for ongoing academic performance improvement more successfully.

4. Finally, researchers may conduct follow-up surveys of additional respondents to validate their results. By gaining a better grasp of the relationship between the roles and skills of institutional leaders and the school climate and performance, parameters may also be altered, or other modifications made to achieve more conclusive findings.

References

Adger, C. T. (2018). School Community-based Organization Partnership for Language Minority Students' School Success. Journal in Education for Students Placed at Risk, 6, 7-25. doi:10.1207/S15327671ESPR0601-2_2

Chakraborty, D. (2021). 5 Ways To Lead Better Decision-Making In School Administration. Asian College of Teachers. Article from: https://www.teachertrainingbangalore.com/blog/623-5-Ways-To-Lead-Better-Decision-Making-In-School-Administration-blog.php

Cherry, K. (2021). How to Maintain Interpersonal Relationships, verywell.mind.
Article from: https://www.verywellmind.com/how-to-maintain-interpersonal-relationships-5204856

Cole, J. (2020). How Can Teachers Innovate? Keystone Master Studies. Retrieved from: https://www.masterstudies.com/article/how-can-teachers-innovate/

Corsera, B. (2022). Improving Your Communication Skills Can benefit Your Career, Education and Personal Life. https://www.coursera.org/articles/communication-effectiveness

DepEd Order No. 2 s. 2015. Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education

Gonser, S. (2021). 5 Ways to Build Resilience in Students. https://www.scup.org/

Epstein, J. (2017). School, family, and community partnerships: Preparing educators and improving schools (2nd ed.). Boulder, CO: Westview Press.

Henderson, N. (2020). What Is Resiliency and Why is it So Important? I Resiliency in Action Available at https://www.resiliency.com/what-is-resiliency/.

Jomuad, P. (2021).Levelof Involment of Teacher in Community Linkages. Article from: https://carlbalita.org/maestra/article/level-of-involvement-of-teacher-in-community-linkages/

Munna, A. S. & Kalam, M. A. (2021). Teaching and Learning Process to Enhance Teaching Effectiveness: A Literature Review. International Journal of Humanities and Innovation (IJHI) Vol. 4 No. 1, 2021 pp. 1-4 Retrieved from: https://files.eric.ed.gov/fulltext/ED610428.pdf

Muniz, H. (2019). Examples for Your College Application. SAC/ACT Online Guides and Tips, 70+ Academic Honor Examples on Your College Application. Article from: https://blog.prepscholar.com/academic-honors-examples-college-application

Stone, D. (2023). Responsive Responsibility: Empowering Faculty and Staff to Improve Organizational Effectiveness. The Pennsylvania State University. https://evolllution.com/opinions/responsive-responsibility-empowering-faculty-staff-improve-organizational-effectiveness/

Porter, C.M. (2021). Strategic Planning in Education – 3 Keys to Success https://thoughtexchange.com/blog/strategic-planning-in-education-3-keys-to-success/

Spacey, J. (2022). 36 Examples of Academic Achievements. Simplicable: Academic Strengths. https://simplicable.com/edu/academic-achievements

Valenzuela, E., Buenvinida L. (2021). Managing School Operations and Resources in the New Normal and Performance of Public Schools in One School Division in the Philippines https://www.ioer-imrj.com/wp-content/uploads/2021/07/Managing-School-Operations-and-Resources-in-the-New-Normal-and-Performance-of-Public-Schools.pdf

Vishwaroop, A. (2022). Importance of Community Resources in Education. Retrieved from https://teachmint.com/importance-of-community-resources-in-education/

https://www.ecoleglobale.com/blog/ethics-in-education/