

Knowledge, Skills, and Mindset of School Heads in the Workplace Towards Classroom Teaching Performance

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Abstract

The main objective of the study was to examine the knowledge, skills and mindset demonstrated by school heads with significant impact on teachers' performance. The respondents of the study consisted of 139 teachers of Fule Almeda District, Division of San Pablo City during the School Year 2022-2023. The quantitative descriptive-correlational research design utilized researcher-made online survey questionnaire as the main instrument in gathering the data and information. Descriptive statistics such as mean and standard deviation were used. Pearson Product-Moment Correlation Coefficient was used in testing significant relationship between variables. Salient findings of the study are as follows: (1) Status level of school heads' professional traits in terms of: Knowledge, Skills, and Mindset, got an overall mean value of 4.51 with standard deviation of 0.51. (2) Level of classroom teaching performance in terms of Diversity of Learners, Curriculum and Planning, Learning Environment, and Assessment and Reporting, got an overall mean score of 4.65 with standard deviation of 0.44. (3) Test of relationship between school heads' knowledge, skills, and mindset, and the classroom teaching. In terms of knowledge, there is a positive correlation between school heads and classroom teaching performance, thus the hypothesis is supported. In terms of skills, there exists a positive correlation between school heads and classroom teaching performance, therefore null hypothesis is not sustained. In terms of mindset, a significant positive correlation exists between school heads competence and classroom teaching performance, this hypothesis is not supported.

Keywords: knowledge, skills, mindset, diversity of learners, curriculum and planning, and learning environment.

1. Introduction

Effective school leadership plays a critical role in shaping the overall success and performance of teachers within an educational institution. School heads, as the key administrators and leaders, possess a range of professional competencies that greatly influence the learning environment, teacher effectiveness, and ultimately, student outcomes. Understanding the relationship between the professional competencies of school heads and teachers' performance is essential for improving educational practices and fostering a positive school culture. This research aimed to explore and analyze the professional competencies of school heads from the perspective of teachers' performance, shedding light on the key competencies that contribute to effective leadership and examining their impact on teacher effectiveness. By delving into this important aspect of educational leadership, we can gain valuable insights into the factors that promote teacher growth, job satisfaction, and student achievement. Ultimately, this study seeks to contribute to the development of evidence-based strategies and initiatives that enhance the professional competencies of school heads and promote an optimal learning environment for both teachers and students.

Classroom teaching performance is an aspect in the professional life of a teacher. Each semester, a classroom teaching performance is appraised. Performance appraisal has different purposes: assess and evaluate an individual's job performance and provide feedback to improve future performance. In the Department of Education, performance ratings are basic requirements for promotion. Teachers who receive satisfactory marks within three years are not eligible for promotion.

In this study, classroom teaching performance was measured on the following indicators namely: diversity of learners, curriculum and planning, learning environment, and assessment and reporting. While there were already a vast of researchers conducted on teachers' performance, there a few or none which concerned how competence of school heads might be correlating to these two. Whang (2021) suggested that teachers, administrators, students, and communities are all connected through school leaders, who are at the center of the educational system. When the heart fails, the entire system malfunctions, much like it does in our own bodies. The emergency plan for teaching in the midst of a pandemic has been put together by school administrators under a lot of strain. They require more time and effort to focus on the immediate difficulties during times of crisis than ever before. This could be accomplished by taking steps like temporarily modifying the administrative duties of school heads or paying them for the increased volume of work. Since they are crucial in ensuring that learning occurs even when it is taking place remotely, school leaders must be supported, encouraged, and recognized for their work during trying times. Aside from these, their performance should also be assessed.

Hoekstra (2014) revealed that principals possess the capacity to foster success and influence the trajectory of struggling schools. Her research findings indicate that principals have the ability to cultivate the achievements of others and make a significant impact on the turnaround process of underperforming schools.

Work evaluations are more than just summaries of a teacher's previous accomplishments. Individuals are suggestions that they can employ to enhance their performance moving forward. They should not take it personally because a poor job review does not necessarily indicate that they are a horrible worker. It might be higher management's strategy for implementing fresh corporate goals. For all of these reasons, teachers are expected to view a negative performance review as a chance to demonstrate their adaptability (Mack, 2020).

School heads are also expected to foster competence in order to inspire excellence in the workplace. Inspiration in the workplace is the key to individual, departmental, and corporate success. Being leaders with employees working under them demands that they motivate them to excellence (Middleton, 2018). In doing so, school heads are expected to model excellence themselves. Exceptional business practices are continuously implemented by successful companies. In actuality, that is how they produce success. When applied within an organization, the models of excellence can aid in concentrating mind and action in a more organized and methodical manner, improving performance. The approach is comprehensive in that it focuses on all facets and elements of an organization, especially those that influence performance (Debek-Kozyra, 2021).

Kitta (2014) emphasizes that each profession has its own unique body of specialized professional knowledge that sets it apart from other professions, and this principle also holds true for the role of a school head. School leadership requires a comprehensive understanding of educational practices, policies, and principles, which distinguishes it from other leadership positions.

Hopkins and Ololube's (2022) comprehensive review synthesizes the literature on leadership competencies for principals. Their work encompasses various dimensions, including knowledge, skills, and mindset attributes. They explore the evolving role of school heads, emphasizing the importance of instructional leadership.

Collectively, these selected literature sources provide valuable insights into the competencies required by school heads, encompassing their knowledge base, skills, and mindset attributes. They emphasize the multifaceted nature of school leadership and highlight the importance of continuous learning and growth for effective educational leadership. By acquiring and developing these competencies, school heads can lead their schools towards improved student outcomes and create a positive and nurturing learning environment.

2. LITERATURE REVIEW

1.1. *School Heads Competence in the Workplace*

Competence pertains to the attributes of the school heads in terms of overseeing and driving school utilizing different administration styles which are adjusted to professional training the school heads received (Cabigao, 2019). In this research, professional traits are emphasized by three dimensions, and these are knowledge; skills; and mindset.

Most school heads are using their instinct as a guiding mother to their children while updating their skills and knowledge in terms of leadership competence through post-graduate studies and used their gained abilities for the betterment of their schools in terms of teachers' classroom practices. (Garcia, 2023).

The principals' knowledge is the information and data they have learned via their education and experiences. Learning should be our main concern, according to the instructional leadership paradigm, while the other revolves around enhancing learning (Brolund, 2016). Instructional leaders which is the school head need to know what is going on in the classroom. Without this information, they are incapable to appreciate the issues teachers and students experience. The school head should praise the students work and recognizing what their teachers are doing. School head ought to work closely with students, creating instructing methods and strategies as a means for understanding teacher viewpoints and for building up a base on which to create curricular choices.

The skills refer to the ability of the school head to use his or her knowledge effectively and readily in performing of their strategic thought. They must have the skills in order to perform their task as a leader (Howland et al., 2019). A competent school head has the knowledge and skills required to guide and direct the different operations in school. The skills include strategic thinking, analysis and use of information, decision making, and communication. It's a huge work for them, usually requiring early mornings and late nights. They lead a group of instructors and staff and is responsible for the various tasks in school.

Mindsets are leaders' mental lenses that manage what data they take in and utilize to form sense of and explore the circumstances they experience (Gottfredson and Reina, 2020). It drives what leaders do and why. For case, they explain why two distinct leaders might experience the same circumstance (e.g., a subordinate contradiction) and prepare and react to it exceptionally in an unexpected way. One leader might see the circumstance as a risk that prevents their authority; another as an opportunity to learn. When leadership development efforts overlook mindsets, they disregard how leaders see and interpret issues and opportunities like this one.

School head focuses in leading and managing schools in the context of new learning environments. They may explore the challenges and opportunities presented by technology integration, evolving pedagogical approaches, and the need for innovative practices to meet the needs of 21st-century learners.

During the past few decades, a few patterns have influenced the school Principalship (Grissom, et al., 2021). They incorporate an expanding accentuation on the principal's role in school effectiveness and a more intensive study for definitions of their effective performance. Conventional approaches to investigate on Principalship have not given satisfactory answers to questions concerning the competencies of a successful educational manager. There has been considerable amount of study on school organization and the Principalship based on an assortment of theoretical framework, organizations theory, role theory, social systems, teacher-morale, creative and imaginative foundation, authoritative behavior theories, etc.

The Governance of Basic Education Act of 2001 directed that the school head be an instructional leader and an administrative manager. One of the most valuable aspects of high-performing schools is how school leaders and teachers work together as a group, and it is clear that the school leader is a big part of that. (Songcayawon, et al., 2022).

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Sawyer (2015) determine the effective administration practices of an African American school head in a high accomplishing school. The research determined competencies of the school head as visionary, a builder of community and culture, an advertiser of student learning, a designer of teacher administration and as a facilitator of shared decision making. The most significant finding being that the school head the students in the center of all decision making.

Principals who pride themselves as directors usually are as well distracted in dealing with entirely administrative obligations, whereas principals who are instructional leaders that possesses knowledge, skills and mindset include themselves in setting clear goals, designating resources to instruction, overseeing the educational programs, observing lesson plans, and assessing teachers. In brief, leadership reflects those activities a principal takes to advance development in student learning (Barkman, 2018). The leader makes guidelines quality the best need of the school and endeavors to bring that vision to realization.

Hopper (2016) with a goal, decided to what extent elementary school heads perceive their practicing 21 leadership responsibility constructs. The study also investigated into the impact of intervening variables on the administration practices, the factors being (1) yearly progress (met/ or not met), (2) percent of free or decreased lunches, (3) school capacity, (4) school heads' years of involvement at current school, (5) the principal's inclusion in a professional learning community, and (6) gender. Findings utilizing ANOVA and two-tailed t test demonstrated significant difference for the variable of gender for schools that met satisfactory yearly progress and schools that did not meet satisfactory schools progress. Few differences were described between schools that met the satisfactory annual progress and the schools that did not meet the satisfactory annual progress based on the interceding factors as they related to the practices of 21 leadership duty constructs.

Morrison (2015) examined the relationship between school head's association in a system change effort and the effective execution of a building in terms of the reform activity. Case study strategy was utilized to address educational change effort from a systems approach, and the part that the principal- 18 building plays within the usage of this reform exertion. The findings think about famous that principals' leadership competencies are indicators of an effective school reform exertion.

Eyal and Roth (2018) investigated the relationship between instructional leadership and teacher's motivation. The investigation depicted here was tied down within the merging of two essential theories of leadership and motivation: the complete range model of leadership and self-determination theory. The central hypotheses were that transformational leadership would anticipate autonomous inspiration among teachers, while transactional leadership would anticipate controlled motivation. The researcher anticipated that independent inspiration would mediate the relations between transformational leadership and teachers' burnout which controlled motivation would intervene the relations between transactional authority and burnout. The results, obtained through structural equation modeling, provided evidence in favor of the hypotheses, indicating that the leadership styles of school principals have a notable impact on teachers' motivation and well-being.

Dali (2016) examined how principals perceive their empathetic competence, which enables them to connect their studies with their practical experiences within their schools. In another study sought to investigate teachers' perceptions of school heads' leadership behaviors influencing the schools' climate according to McColum's (2017) ideologies of the 13 core competencies within the four dimensions of principal leadership conducted by Ross and Cozzens (2016). The findings from the Pearson correlation analyses revealed that there were relationships between teachers' perceptions of school climate and Green's 13 core competencies which the relationship yielded positive results. The information revealed that the competencies were associated such that they specifically impacted the school's climate. When teachers

positively perceived their school heads' leadership, they were too more likely to have higher perceptions of their school's climate.

1.2. Classroom Teaching Performance

The set of competencies is consolidated in classroom teaching that is based upon the center values of Filipino teachers and on the Standards of effective teaching and learning. The framework is partitioned in four domains: (1) Diversity of Learners; (2) Curriculum Content; (3) Learning Environment; and (4) Planning, Assessing and Reporting. The domains consolidate a sequence of strands of teaching performance presentation which can be distinguished as performance indicators that are noticeable indicators of the quality of a teacher's performance.

The Philippine Professional Standards for Teachers (PPST) domain of "Diversity of Learners" emphasizes the importance of recognizing and addressing the diverse characteristics, abilities, and needs of students in the classroom. This domain highlights the need for teachers to develop inclusive practices that promote equitable access to quality education for all learners.

Inclusive education, as discussed in the literature (Alba & Mendoza, 2020; Rabago & Pacleb, 2020), focuses on ensuring that all students, including those with disabilities, different cultural backgrounds, or diverse learning needs, are provided with appropriate support and opportunities to learn alongside their peers in regular classrooms. Teachers play a vital role in implementing inclusive education practices. Classroom teaching practice, as related to diversity of learners, involves the strategies and approaches employed by teachers to accommodate and engage students with different learning styles, abilities, and backgrounds. This includes creating a positive and inclusive classroom climate, using differentiated instructional techniques, and providing appropriate learning materials and resources (Philippine National Research Center for Teacher Quality, 2018).

Curriculum content serves as a roadmap for educators, providing a clear outline of what students need to learn. It helps teachers plan and structure their lessons, ensuring that the necessary concepts and skills are covered systematically. A well-designed curriculum content aligns with educational goals and standards, aiming to facilitate desired learning outcomes. It ensures that students acquire the knowledge and skills necessary for their academic, personal, and professional development. Engaging curriculum content fosters student interest and motivation. When the content is relevant, meaningful, and connected to students' lives, it enhances their engagement and encourages active participation in the learning process.

Glatthorn (2017) focuses on providing strategies and guidance for curriculum leaders in developing and implementing effective curriculum. School heads have complex role as curriculum leaders and have the essential skills and knowledge to lead successful curriculum initiatives. There are various aspects of curriculum leadership, including curriculum planning, design, and evaluation. His study addressed the collaborative nature of curriculum development and the importance of involving various stakeholders, such as teachers, administrators, and community members, in the process. They may offer practical advice on facilitating effective communication, fostering collaboration, and managing change during the curriculum development and implementation phases.

Keating (2018) explores the importance of aligning the curriculum with the competencies and standards required for nursing practice. They might discuss strategies for integrating theoretical knowledge and clinical skills effectively to prepare future nurses for the complexities of healthcare settings. It may also delve into the process of evaluating and improving the curriculum to ensure its relevance and effectiveness in meeting the educational goals and the evolving needs of the nursing profession.

The study of Aldridge (2016) confirmed that structural equation modelling, teacher self-efficacy and teacher job satisfaction were both related to school climate dimensions and there was also a relationship between teacher self-efficacy and job satisfaction. The results provide practical information for improving

school climate and suggest that it is worthwhile for school principals to consider factors within the school climate and how they might be enhanced.

School principals can play an important role in promoting teacher leadership by delegating authority and empowering teachers in ways that allow them influence in key organizational decisions and processes. However, it is unclear whether instruction and student learning are enhanced by promoting teacher influence in all aspects of school organization or whether it is better for principals to directly work on certain processes while delegating influence on others. The study of Sebastian (2016) compared pathways from principal leadership through school organizational processes to student outcomes that include teacher influence as a mediating factor to pathways that do not include teachers' influence. The results suggest that effective principals use teacher leadership to improve the school learning climate while they work directly on professional development and school program coherence.

Spillane (2019) highlighted the importance of collaborative processes and decision-making among teachers and school leaders. The study argues that effective planning and assessment practices require collective expertise and input of multiple stakeholders. School leaders play a crucial role in facilitating this distributed approach by creating a supportive environment and establishing structures that encourage collaboration.

Katz (2019) presents the Three-Block Model of Universal Design for Learning (UDL) as a framework for creating inclusive classroom environments that cater to the diverse needs of students. The Three-Block Model consists of three key components: the What, the How, and the Why. The "What" component focuses on curriculum content. It emphasizes the importance of designing curriculum that is flexible, meaningful, and relevant to students' diverse backgrounds and experiences. The authors suggest incorporating a variety of perspectives and resources, ensuring representation and inclusivity. The "How" component centers on teaching strategies and methods. The authors advocate for using differentiated instruction, collaborative learning, and varied instructional approaches to engage and support learners with different learning styles, abilities, and interests. The goal is to provide multiple means of representation, expression, and engagement. The "Why" component addresses the importance of creating a positive and inclusive learning environment. The authors highlight the significance of fostering a sense of belonging, promoting positive relationships among students, and establishing high expectations for all learners. They emphasize the need to create an environment that values diversity and provides appropriate support for individual needs. Three-Block Model of Universal Design for Learning model encourages teachers to consider the diversity of learners in terms of curriculum content, teaching strategies, and the learning environment. By incorporating flexibility, inclusivity, and multiple means of engagement, educators can better support the diverse needs of their students and create more equitable and effective learning experiences.

3. METHODOLOGY

1.3. Research Design

This study employed quantitative descriptive-correlational research design which aimed to find out the relationship of the professional traits of school heads with that of the classroom teaching practices in the Public Elementary Schools, Fule Almeda District, DepEd Schools Division of San Pablo City.

Descriptive-correlational studies describe the variables and the relationships that occur naturally between and among them. They are used to collect and analyze statistical data as they explore associations among the variables.

1.4. Respondents of the Study

The respondents of the study were the teachers of Public Elementary Schools, Fule Almeda District, DepEd Schools Division of San Pablo City, Laguna. The respondents were one hundred five (105), which is

the sample size of the teachers. Most of the respondents are teachers from Bagong Lipunan ES which is 17. While the least number of the respondents are associated with Fule Almeda ES with 2 teachers.

1.5. Instrumental and Data Collection

To measure the school heads competence in the workplace and classroom teaching performance, the researcher utilized the researcher-made online survey questionnaire as the main instrument in gathering the data and information. This method was used to simplify the data gathering procedure employed. The first part deals with the respondent's profile including the name of the school, age, gender, civil status, highest educational attainment, years of experience and plantilla position. The second part dwells on the school heads competence in the workplace assessed in terms of school heads' knowledge, skills, and mindset. And the last part focuses on classroom teaching performance in terms of the following indicators: diversity of learners, curriculum and planning, learning environment, and assessment and reporting.

1.6. Data Analysis

The data gathered were treated and interpreted statistically by an internal statistician. Mean and standard deviation were used to assess descriptive questions. Pearson correlation was utilized to test the association of the variables in this investigation at 0.01 level of significance.

4. RESULTS

This chapter presents the tabulated data and the results of the study, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

1.7. Knowledge, Skills, and Mindset of School Heads

Table 1. Summary Table on the Status Level of School Heads' Knowledge

Indicators	Mean	Standard Deviation	Verbal Interpretation
Leadership	4.61	0.60	Very Evident
Strategy	4.55	0.48	Very Evident
Educational Governance	4.59	0.46	Very Evident
Overall	4.51	0.51	Very Evident

Legend: 4.50-5.00 Strongly Agree/ Very Evident, 3.50-4.49 Agree/ Evident, 2.50-3.49 Moderately Agree/ Almost Evident, 1.50-2.49 Disagree/ Less Evident, 1.00-1.49 Strongly Disagree/ Not Evident

Table 1 shows the summary of the status level of school heads in terms of knowledge with an overall mean value of 4.51 and standard deviation of 0.51. School heads should possess knowledge in areas such as educational principles, pedagogy, curriculum development, assessment and evaluation, educational policies and regulations, instructional strategies, student development, and school management. They need to be well-versed in the latest research, best practices, and emerging trends in education to make informed decisions, provide instructional leadership, support teachers, and create a conducive learning environment.

Table 2. Summary Table on the Status Level of School Heads' Skills

Indicators	Mean	Standard Deviation	Verbal Interpretation
Strategic Thinking	4.51	0.51	Very Evident
Analysis and Use of Information	4.56	0.47	Very Evident
Decision Making	4.49	0.50	Very Evident
Communication	4.53	0.51	Very Evident
Overall	4.52	0.50	Very Evident

Legend: 4.50-5.00 Strongly Agree/ Very Evident, 3.50-4.49 Agree/ Evident, 2.50-3.49 Moderately Agree/ Almost Evident, 1.50-2.49 Disagree/ Less Evident, 1.00-1.49 Strongly Disagree/ Not Evident

Table 2 illustrates the summary of the status level of school heads in terms of skills with an overall mean value of 4.52 and standard deviation of 0.50. The skills of school heads directly impact teacher performance by creating a supportive and conducive environment, providing leadership and direction, facilitating effective communication and collaboration, making informed decisions, offering educational expertise and support, building positive relationships, and addressing challenges promptly. By possessing and demonstrating these skills, school heads can positively influence and enhance teacher performance, leading to improved student outcomes and overall school success. Effective communication skills are crucial for interacting with staff, students, parents, and stakeholders, as well as facilitating collaboration and teamwork. Decision-making skills are essential for analyzing information, evaluating options, and making informed choices on matters related to curriculum, staffing, and resource allocation. Strategic thinking skills enable school heads to develop long-term plans. They can guide teachers in analyzing student performance data, identifying areas of improvement, and implementing evidence-based strategies to address student needs, thereby positively impacting teacher performance.

Table 3. Summary Table on the Status Level of School Heads' Mind-Set

Indicators	Mean	Standard Deviation	Verbal Interpretation
Professional	4.50	0.48	Very Evident
Ethical	4.52	0.48	Very Evident
Performance-Oriented	4.56	0.49	Very Evident
Overall	4.66	0.44	Very Evident

Legend: 4.50-5.00 Strongly Agree/ Very Evident, 3.50-4.49 Agree/ Evident, 2.50-3.49 Moderately Agree/ Almost Evident, 1.50-2.49 Disagree/ Less Evident, 1.00-1.49 Strongly Disagree/ Not Evident

Table 3 illustrates the summary of the status level of school heads' mind-set with an overall mean value of 4.66 and standard deviation of 0.44. School heads with a professional, ethical, and performance-oriented mindset greatly impact teacher performance. A professional mindset involves a commitment to excellence and continuous professional growth. An ethical mindset promotes integrity and fairness, fostering trust and a positive work environment. A performance-oriented mindset sets high expectations, provides feedback, and recognizes teacher achievements, motivating teachers to strive for excellence. When school heads exhibit these mindsets, it creates a culture of professionalism, integrity, and continuous improvement, positively influencing teacher behavior and performance.

1.8. Classroom Teaching Performance

Table 4. Summary Table on Level of Classroom Teaching Performance

Indicators	Mean	Standard Deviation	Verbal Interpretation
Diversity of Learners	4.66	0.44	Excellent
Curriculum and Planning	4.63	0.45	Excellent
Learning Environment	4.67	0.44	Excellent
Assessment and Reporting	4.64	0.43	Excellent
Overall	4.65	0.44	Excellent

Legend: 4.50-5.00 Excellent, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory, 1.50-2.49 Moderately Satisfactory, 1.00-1.49 Needs Improvement

Table 4 shows the summary of the level of teachers' performance with an overall mean score of 4.65 and standard deviation of 0.44. This denotes that the teachers' performance in addressing the diversity of learners refers to their ability to cater to the unique needs, involves creating an inclusive classroom environment, differentiating instruction, and providing appropriate support to ensure that all students have equal opportunities to succeed. DepEd Order No. 35. S 2016, teachers who celebrate diversity in their classrooms adapt and differentiate their teaching strategies to incorporate all learners and to encourage harmony in their class. Moreover, learner inclusion requires that teachers give remedial classes for those who are struggling in learning lessons. Such mediation avoids failure and communicate caring by the teacher for their learners.

1.9. Test of Relationship Between Variables

Table 5. Correlation of School Heads Competence in the Workplace Towards Performance of the Teachers

SCHOOL HEADS COMPETENCE	CLASSROOM TEACHING PERFORMANCE			
	Diversity of Learners	Curriculum and Planning	Learning Environment	Assessment and reporting
Knowledge				
Strategy	.551**	.559**	.558**	.539**
Leadership	.504**	.519**	.556**	.508**
Educational Governance	.550**	.531**	.587**	.561**
Skills				
Strategic Thinking	.437**	.468**	.460**	.397**
Analysis and use of information	.500**	.481**	.508**	.484**
Decision Making	.462**	.444**	.521**	.450**
Communication	.433**	.422**	.438**	.428**

Mind-Set				
Professional	.421**	.423**	.392**	.432**
Ethical	.480**	.458**	.501**	.475**
Performance oriented	.479**	.440**	.456**	.459**

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship of school heads competence with classroom teaching performance is tested at 0.01 level of significance. As indicated in Table 5, there is a positive significant correlation between the competence of school heads and classroom teaching performance with values less than 1.0 at 0.01 level of confidence. It shows that the professional competencies of the school heads are employed. The common competence of school heads include knowledge, skills, and mindset. May (2020) affirmed that any improvement effort made without the support of quality teacher performance will not possibly work well to help enhance high-quality education. Teacher performance is influenced by many factors. Theoretically, one important factor is principal competency. Results on her study showed that principal managerial competence positively and significantly influenced classroom teaching performance in public vocational high schools in Bandar Lampung. This study recommends the whole stakeholders to pay more attention and to evaluate the principals' performance.

The results show that there are positive and significant correlations between the school heads' competence and various aspects of classroom teaching performance. There are positive correlations between the knowledge of school heads and its effectiveness in addressing the diversity of learners, curriculum and planning, learning environment, and assessment and reporting. Similarly, leadership and educational governance traits are positively correlated with these classroom teaching performance. Furthermore, the skills of school heads, such as strategic thinking, analysis and use of information, decision making, and communication, also show positive correlations with different dimensions of classroom teaching practices. Additionally, the mindset of school heads, including their professionalism, ethical orientation, and performance orientation, demonstrates positive correlations with classroom teaching performance.

These findings suggest that school heads who possess a high level of competence are more likely to engage in effective classroom teaching practices. The correlations highlight the importance of school leadership and the impact it can have on creating an environment conducive to quality teaching and learning. School heads with competence at high level can play a significant role in supporting teachers and improving student outcomes by promoting effective strategies, providing strong leadership, and fostering a positive educational environment.

Competence, according to Moqvist (2003) as cited by Zubaidah (2021), is the light of actual circumstances relating to the individual and work. Grote and Grote (1996) state that competence is an essential characteristic of an individual that is related to criterion referenced effective and superior performance in a job. It is a description of an action, behavior, or outcome which a person should be able to demonstrate.

According to Lussier and Hendon (2017), leadership is a conscious effort made to influence the leadership of its members to carry out duties following the expectations. Owens Jr and Valesky (2014) suggested that leadership is a process of influencing others to achieve the development or goal of the

organization. Colquitt, Lepine, Wesson, and Gellatly (2011) argued that leadership is the process of affecting the activity of the group to achieve organizational goals. School is one form of educational organizations. Educational leadership is a process affecting, moving, motivating, and directing people in the organization of education to achieve educational goals. As educational leaders, school principals have several duties and responsibilities. School principals need to apply the main leadership style effectively.

5. CONCLUSION AND RECOMMENDATION

Based on the findings, there is a correlation between the two variables under the study at 0.01 level of probability. Specifically, in terms of knowledge, there is positive correlation between school heads and classroom teaching performance, thus the hypothesis is supported. In terms of skills, there exists a positive correlation between school heads and classroom teaching performance, therefore null hypothesis is not sustained. In terms of mindset, a significant positive correlation exists between school heads competence and classroom teaching performance, this hypothesis is not supported..

Based on the research recommendations, it is recommended that school heads may place importance on establishing a nurturing and inclusive school environment. This objective may be accomplished by exhibiting key skills such as possessing a well-defined vision, cultivating shared values, actively listening to others, and encouraging collaboration. By fostering trust, facilitating effective communication, and promoting teamwork among teachers, school heads may create an atmosphere that improves job performance and overall job satisfaction. School leaders may actively promote professional development opportunities that equip teachers with effective strategies for meeting the diverse needs of their students. This may involve providing cultural competency training, encouraging differentiated instruction techniques, and fostering an inclusive classroom environment. It is vital for school leaders to recognize the importance of effective planning, assessing, and reporting practices among teachers. By offering resources, support, and guidance in these areas, school heads may assist teachers in aligning their instructional approaches with desired learning outcomes. This includes facilitating meaningful assessment practices, providing timely and constructive feedback to students, and ultimately contributing to improved teacher performance and student achievement. It is vital for instructional leaders to recognize the importance of the domains for classroom teaching. By offering resources, support and guidance in these areas, school heads may assist them in aligning their teaching approaches with desired learning outcomes. This includes constructive feedback that may contribute to an improved classroom teaching.

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