

Mediating Role of Team Effectiveness in Administrative Networking Strategies and Skills in School Performance

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Abstract

The researcher determined the administrative networking strategies and administrative skills of the principal; the school performance; and the perceived level of team effectiveness of the respondents. Moreover, it investigated if there is a significant relationship between the administrative networking strategies and administrative skills to the level of team effectiveness and level of school performance; if there is a significant relationship between the team effectiveness and the school performance; and if the level of team effectiveness significantly mediates the relationship of between administrative networking strategies and administrative skills to school performance.

It was found out that the teacher-respondents highly observed the administrative networking strategies and administrative skills of the principal. The school is highly performing on the level of school performance. The respondents are highly effective in level of team effectiveness. Moreover, the administrative networking strategies and administrative skills is significantly related to the level of team effectiveness and level of school performance. There is a significant relationship between the level of team effectiveness and level of school performance. There is a partial mediation exist on the team effectiveness to the relationship between administrative networking strategies and the level of school performance; and between administrative skills and the level of school performance.

Keywords: administrative networking strategies, administrative skills, team effectiveness, school performance

1. Introduction

The management and administration of a school are crucial to its overall effectiveness. School heads oversee classroom education and administration. The success or failure of a school rests squarely on the shoulders of its school head. School heads are responsible for managing the day-to-day operations of their respective institutions. They show bravery in the face of danger and put forth bright plans for the future of schools. It is important to note that school heads' administrative networking strategies and administrative skills have a significant impact on both school performance and team success (Day & Sammons, 2016).

According to Ogden (2014), school heads and instructors are two examples of administrative subordinates who may benefit from Ogden's proposed networking tactics for increasing key availability. This should be doable via a variety of means, including but not limited to meeting people; exchanging stories, data, and diverse information; co-production data; learning together; and so on. This accessibility is important because it can help each group succeed and support the efforts of individual groups within the basic space where those groups are contained, such as a classroom.

The degree to which a school head demonstrates the mental and behavioral capacities necessary to effectively monitor, review, and assess the team effectiveness and performance of his or her teachers, especially those within his or her jurisdiction, and to ensure that those teachers carry out their responsibilities in accordance with the recommended guidelines expected of them, is a measure of the school head's supervisory effectiveness. Communication, initiative, basic reasoning, relational abilities, time and priority managements, working with a wide range of employees from different generations, and the ability to think critically are all necessary qualities in a school head (Murawski, 2014).

Madukwe et al. (2019) argued that administrative networking strategies like effective communication, supervision of instructional delivery, supervision of pupils' records and supervision of non-academic activities are essential for a successful school year. This is due to the fact that a school head's ability to effectively communicate, the quality of the connection between the school and the community, and the level of teacher participation in decision making all have a bearing on the success of the principle as a supervisor. School heads should make an effort to share

essential concepts, messages, and information with the school's teaching and non-academic employees, and should also put in place effective feedback systems based on this data. All of these factors contribute to the success of a team.

Moving forward, school heads should have strong administrative skills in the areas of instructional leadership, personnel management, and financial management. According to Arop et al. (2018), the goals of every formally established institution may be deduced from the rationale for its inception. This means that, like other types of institutions, schools are primarily intended to mold students' character and make them better citizens. When a significant percentage of the population is illiterate, no economy can expect rapid growth and improvement. The school has a challenging but important mission such as preparing its students for success and meaningful contribution in the twenty-first century. One of a school head's responsibilities is to cultivate instructional leadership in the classroom.

Sule et al. (2015) added that school heads are responsible for developing and maintaining teachers' skills. Classroom observation, demonstration, conferencing, workshop, miniature instructing, the balance of assessment question papers, and control of stamping plans are just some of the supervisory activities carried out by the school head in the name of ensuring that all students are receiving a quality education. The school head's administrative chops are required to support this mandate and encourage teachers to make use of their talents, when necessary, all with the ultimate goal of bettering instruction and information delivery.

In addition, overseeing the school's budget is part of the school head's job. Instead of relying only on government grants, it is the school head's responsibility to develop other revenue streams for the school, such as school periodicals, school workshops, the school canteen, students' arts and crafts, and school poultry and farms. The school head's role extends beyond just raising money for the school, as he or she must also effectively manage existing finances to prevent waste and reallocate resources to meet the most pressing requirements. DepEd Order No. 13, s. 2016 designates maintenance and other operating expenses (MOOE) as one of the school's recognized financial sources.

Bernabe (2016) argues that educational authorities should promote more initiatives to strengthen the links between education and sustainable living. What may be the overall display of the full association can be checked or sorted by those with extraordinary initiative skills. For better or worse, it is up to the school's leaders to decide which events and initiatives from the past deserve to live on and continue to benefit the whole student body.

According to Spicer (2016), leaders may improve team performance by altering the school's culture. This includes faculty members in administrative roles, like as school heads. A school cannot succeed without strong leadership. Research and experience confirm that without a talented and obedient principle, the chances of generating and sustaining outstanding learning environments are low. This is more glaring at the most challenging educational institutions. Administrators have a major impact on how productive a team is and how well a school does overall. The study's variables included academic growth, social-emotional development, child-friendly school, level of school-based management and professionalism on services; and the level of team effectiveness in terms of their roles, team relationship, problem-solving skills, and skills and learning.

1.1 Theoretical Framework

Theoretical frameworks exist that highlight the value of investigating how well-functioning administrative teams use networking methods and managerial expertise to improve academic outcomes in schools.

Since a school is a system, the system theory is relevant to the study of education. Like the rest of society, the educational system has fundamental characteristics with the other framework, including the importance placed on communication and the interdependence of its many components (Bozkus, 2014). According to the system theory, every system is composed of interconnected pieces that, although unique in their own right, are ultimately interdependent on one another and external conditions. The school is an integrated whole that does not function well in isolation. It has to interact with its environment to share both energy and data. Every system has several indirect connections to other components.

In relation, the educational system is approximately coupled by the accompanying components such as teacher-materials, classroom instruction, organization study halls, measure result, educator, parent-educator, and teacher-student. It also includes the community which contributes to the delivery of quality education. These variables work hand-in-hand in increasing the school performance mediated by team effectiveness.

Elton Mayo's philosophy of management is the next to be discussed. It supports the idea that employees are influenced more by their social networks than by their pay or working circumstances. According to this theory, managers may boost output by focusing on each worker as an autonomous entity rather than a replaceable part of a larger whole (Ward, 2021).

In relation, the present study will deal with the administrative networking strategies and administrative skills of the principals which can influence the school performance mediated by team effectiveness. The administrative

networking strategies and administrative skills require an effective and efficient social and relational force to the stakeholders of the school such as the teachers, pupils, and the wider community.

In addition, the scientific management theory is the third framework. According to Indeed's (2020) article, this idea may be used in the workplace to increase productivity. The system is based on a scientific approach to finding and standardizing the optimum way to execute a work, a rigorous structure of authority, high compensation for top performers, and a defined division of labor. Workflow analysis, job definition and delegation, skill utilization, incentive programs, and the establishment of a professional hierarchy are all viable methods.

In relation, the study will deal with the administrative networking strategies and administrative skills of the principals. When scientific management is applied to the supervision and management duties of the principals, it will lead to greater school performance and team effectiveness. It will encourage more accomplishments when the teachers are properly supervised and managed in their duties and responsibilities inside and outside the school setting.

However, there is also the human relations theory to consider. According to Cooley (2016), this line of thinking is a body of knowledge that may be used to influence employee output by emphasizing worker happiness, establishing informal structures within the workplace, and so on. According to human relations theory, employees are not replaceable.

In the present study, human relations theory is vital. It is related to Elton Mayo's management theory. It needs a social and relational force. This theory will increase the productivity of the teachers thereby enhancing the school performance in Sariaya West District mediated by team effectiveness.

1.2 Conceptual Framework

The study was conceptually guided by the paradigm, which focuses on administrative networking strategies, and administrative skills, in relationship to the mediating role of team effectiveness to school performance. The basis of the research paradigm is the theories and concepts presented above. The theories led to the formulation of the current study.

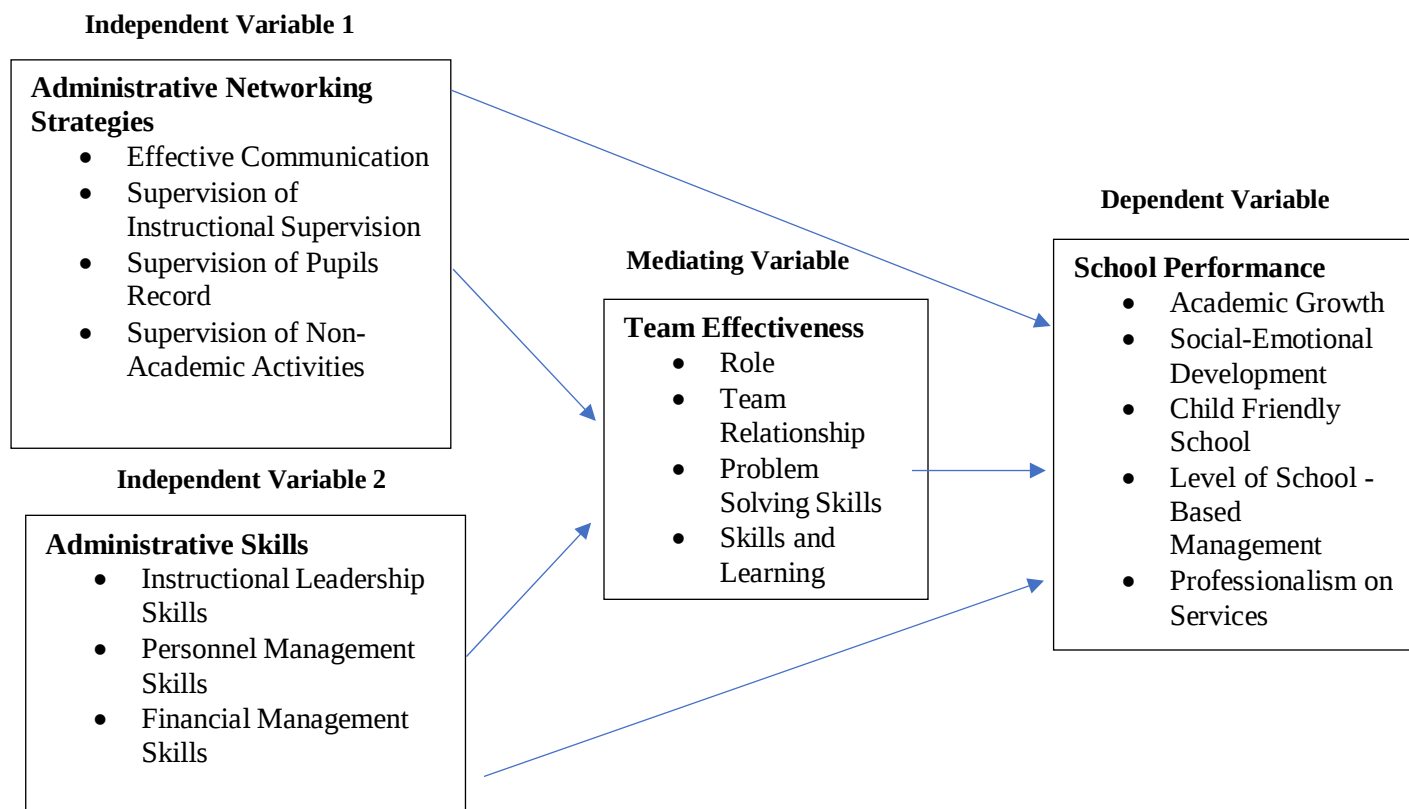


Figure1. Research Paradigm

1.3. Statement of the Problem

This study attempted to determine the role of team effectiveness of administrative networking strategies and administrative skills of school heads in school performance.

Specifically, it sought to answer the following questions:

1. What is the perception of the teacher-respondents on administrative networking strategies of the school head in terms of:
 - 1.1 effective communication;
 - 1.2 supervision of instructional delivery;
 - 1.3 supervision of pupils' records; and
 - 1.4 supervision of non-academic activities?
2. To what level are the administrative skills of the school head may be described by the teacher-respondents in terms of:
 - 2.1 instructional leadership skills;
 - 2.2 personnel management Skills; and
 - 2.3 financial management skills?
3. What is the level of school performance based on the assessment of the teacher-respondents in terms of:
 - 3.1 academic growth;
 - 3.2 social-emotional development;
 - 3.3 child-friendly school;
 - 3.4 level of school-based management; and
 - 3.5 professionalism on services?
4. What is the perceived level of team effectiveness of the respondents in terms of:
 - 4.1 role;
 - 4.2 team relationship;
 - 4.3 problem-solving skills; and
 - 4.4 skills and learning?
5. Are the manifestation of administrative networking strategies significantly related to the:
 - 5.1 level of team effectiveness, and
 - 5.2 level of school performance?
6. Is the level of administrative skills of principals significantly related to the:
 - 6.1 level of team effectiveness, and
 - 6.2 level of school performance?
7. Is the level of team effectiveness significantly related to the level of school performance?
8. Does the level of team effectiveness significantly mediate the relationship between the:
 - 8.1 manifestation of administrative networking strategies and the level of school performance; and
 - 8.2 level of administrative skills and the level of school performance?

Research Hypotheses

This study tested the following hypotheses presented below.

1. The manifestation of administrative networking strategies is not significantly related to them; level of team effectiveness; and level of school performance.
2. The level of administrative skills of principals is not significantly related to the: level of team effectiveness; and level of school performance.
3. The level of team effectiveness is not significantly related to the level of school performance.
4. The level of team effectiveness does not significantly mediate the relationship between the:
 - 4.1 manifestation of administrative networking strategies and the level of school performance; and
 - 4.2 level of administrative Skills and the level of school performance.

2. Literature Review

2.1 Administrative Networking Strategies

Administrative networking strategies includes effective communication, supervision of instructional delivery, supervision of pupils' record and supervision of non-academic activities.

A school head is the top administrator of a school and is in charge of the whole campus, from teachers to kids to parents. Communicating effectively ensures that all employees are on the same page about the school's goals and their individual contributions to achieving those goals (Dayton, 2021).

According to Tyler's (2016) research, primary school administrators in schools where half or more of the student body is economically disadvantaged need a larger range of leadership qualities than in the past. One such competence is the capacity to inspire educators via articulate expression. Based on the self-reported communication methods of school heads at high-performing primary schools, he developed a division-level training program to enhance the communication skills of school heads and aspiring school heads. He came to the conclusion that strong communication skills are essential for establishing trustworthy connections between school leaders and instructors, which are crucial for guiding teachers toward efficient pedagogical practices. Preparing school leaders requires more formalized leadership training, particularly in the area of communication skills, and this training is most successful when provided at the divisional level.

In terms of supervision of instructional delivery, according to Chen (2018), school heads' instructional oversight is largely concerned with encouraging teachers' self-reflection and school improvement through personal development. Supervision, assistance, and continuity evaluation for teachers' professional growth and improvement of the teaching process are provided by instructional supervision, which is based on school-based supervision from appropriate employees such as school heads, administrators, teachers, and inspectors. Supervision of instruction improves educators' expertise and their students' learning outcomes. Objective feedback, the identification and resolution of teaching issues, the development of teaching tactics and abilities, the assessment of instructors for advancement or appointment, and the promotion and maintenance of a constructive outlook are all goals of instructional supervision.

On the other side, Kiyumi & Hammad (2020) investigated how school heads and other school administrators felt they were prepared to implement the new educational policies. The results show that the managers saw their own training as inadequate, as much of the time was spent in brief theoretical conferences or lectures with little to no time spent on actual practice. The managers have asked for further training so they can fulfill their increased supervisory responsibilities.

A school head's role is crucial in school management and enhancing the quality of classroom education, as mentioned by Noor et al. (2020). He looked on the role of the school head's academic supervision in encouraging educators to hone their craft and so improve students' educational achievements. The research shows that the supervision uses its own procedures as a framework for monitoring, including things like its own planning, execution, reporting, and follow-up findings. However, due to the school head's extensive workload, not all of the procedures outlined in the guidelines are strictly adhered to in practice.

Marsanto and Jabar's (2019) research set out to separate and then combine the effects of teacher leadership and extracurricular activities on student behavior. Discipline in the classroom is essential because of the role that education plays in molding and shaping students' personalities. Based on the findings, we know that teacher leadership has a positive and significant effect on student discipline, that participation in extracurricular activities has a similar effect, and that both factors together have an effect on student discipline.

Hensch (2020) also made an effort to investigate the impact that teachers' participation in extracurricular activities has on high schools as a whole. The importance of this research cannot be overstated; the connections formed between instructors and students as a result of teachers' engagement in extracurricular activities have the potential to greatly improve the culture of schools. Education stakeholders may learn from teachers' opinions and use the data to improve the usage of instructors who do take part in extracurricular activities

2.2 Administrative Skills

Administrative skills in this study includes instructional leadership skills, personnel management skills and financial management skills.

The focus of instructional leadership, according to Ng (2019), should be on strategic management for instructional improvement rather than on the day-to-day tasks of teaching and learning. Administrators' engagement in the classroom has little to no influence on the quality and efficiency of teaching and learning. This implies that educational leaders may have a significant influence on the quality of teaching and student learning via the teachers they employ, the classes they place them in, the ways in which they keep teachers, and the ways in which they provide teachers with professional development opportunities. Staffing a school with qualified educators and providing them with the tools they need to succeed in the classroom are two essential components of effective organizational management for enhancing education.

Educators generally agree that school heads should have a more active role in curriculum development and delivery than is currently the case. However, in the Philippines, few school administrators, including school heads and

department heads, actually perform the role of instructional leaders. Scheduling, reporting, managing interactions with parents and the community, and responding to the many emergencies and exceptional circumstances that arise in schools occupy their days. Most of them don't spend much time in classrooms and much less time assessing teaching practices with educators. Teachers' administrators may set aside time for staff meetings and continuing education, but they seldom take the intellectual lead necessary to improve their teachers' practice (Daing, 2015).

Paturusi (2017) also looked at how school heads' leadership styles, management skills, and teacher pay all affect teacher performance concurrently and independently. According to the results, there is a positive relationship between the leadership style of a school and its teachers' performance, between the managerial skills of school heads and their teachers' performance, between teacher compensation and their performance, and between all three factors. The research suggests paying more attention to leadership style, management skills, and teacher pay in order to improve classroom performance.

Furthermore, Hartati et al. (2019) claimed that school heads' managerial skills are crucial in determining a school's quality, so schools need leaders with sufficient managerial competence. They attempted to define the school head's position as a manager, the consequences of putting management abilities into practice, and the challenges that school heads confront while attempting to do so in public schools. The research found that administrators confront challenges when attempting to apply managerial skills that incorporate values into school administration, when attempting to apply those skills to the school's identity as a "typical" school, and when attempting to apply such skills in general. Many educators are not yet adept at helping students make the important link between what they study and what they believe in.

According to Petrick (2021), a school head is the highest-ranking administrator in any given elementary, middle, or high school. He oversees the daily operations of the institution. School heads were more necessary as school enrollment increased over the 20th century. School heads' responsibilities expanded throughout time from those of simple school administrators. Today, they play a pivotal role in defining educational goals and guiding school reform. School heads have a crucial role in developing school budgets, soliciting funds, maintaining financial records, and distributing compensation to staff.

Espinosa (2018) looked at public high school teachers' effectiveness and the growth of the education industry as a whole, factoring in how its funds are handled. According to the findings, effective financial management methods on the part of school administrators aid institutions in developing a budget, establishing goals, and pinpointing the sources of funding for things like personnel, time, and supplies. When school leaders like the school head are equipped with the relevant financial skills and abilities necessary for effectively managing resources, they are better able to allocate those funds in a way that supports teacher performance and classroom needs.

Victor (2017), on the other hand, examined the administrative skills necessary for overseeing secondary schools efficiently. The research indicated that secondary school heads lack managerial abilities in the areas of material resource management (such as the acquisition of physical and instructional materials, the provision of e-library services, and the outfitting of classrooms and offices with necessary equipment). The study also found that school heads have managerial competencies in allocating funds in a way that best serves their institution, keeping detailed records of all school money matters, ensuring that all expenditures are properly accounted for, conducting regular audits of school budgets, and using cost-cutting measures to manage school funds efficiently.

The study suggested that school heads acquire managerial competencies in areas such as including teachers in decision making, planning seminars and workshops to help teachers improve their craft, incentivizing students to help with human resource management, purchasing supplies and textbooks, setting up digital libraries, and furnishing classrooms and offices.

Alternatively, Alias and Yusoff (2018) determined the level of financial management expertise among school heads. It was shown that experienced educators generally have a favorable impression of administrators' expertise and competence. The majority of school heads rated their own knowledge and ability to manage school finances effectively as extremely high. School heads have been regarded as having good levels of knowledge and expertise across the board by both senior assistants and senior teachers, with the exception of maintaining an accurate and up-to-date financial report. This ensures that school heads have the essential financial management knowledge and skills necessary to oversee school budgets.

2.3 School Performance

School performance in this study includes academic growth, social-emotional development, child-friendly school, level of school-based management and professionalism on services.

Mukherjee (2013) found that the administrative efficacy of a school's leadership significantly influences student achievement. Academic success is the most important factor in determining how well people think a school is doing. Supervisory abilities are the most important factor in a school head's management success, followed by

communication abilities and mental acuity. Appropriate delegation of work and responsibilities, conducting appropriate performance appraisal of staff members, providing clear instruction and information and by listening skills and getting involvement of staff members in decision making are some of the key sub-parameters within these areas.

Mati et al. (2016) found that having students have a voice in educational policymaking may have a positive effect on students' achievement. Students are not just the direct recipients of educational gains but also the primary factors in determining test scores. The study's authors aimed to collect student feedback on the after-effects of student participation in decision-making across two domains: school selection and the creation of disciplinary measures for rule-breakers.

Students who have a hand in making important choices about their education are more invested in their success and more likely to follow the rules, work hard to achieve their personal and group objectives, and do better overall in the classroom. It was suggested that students be included at all levels of decision-making whenever feasible. Furthermore, Nambuya (2013) uncovered the institutional factors impacting students' academic success while at school. The goals of the study were to look at how secondary school teachers and other staff members affect students' academic performance, how much money and other resources affect students' performance, how much impact learning strategies have, and how much impact physical resources have on students' performance.

Most school heads and deans, according to the data, do not hire adequately qualified staff, and there are not enough teachers and aides to meet the needs of the student body. Since most school heads report financial difficulties, this study suggests that financial resources are not well established. Since the vast majority of school heads and class leaders disagreed that their schools have developed physical resources, we can conclude that this is not the case in most secondary institutions. The majority of school heads and student body leaders believe that instructors utilize teaching and learning aids in their classrooms. This demonstrates that most schools take learning strategies seriously, despite the continued negative impact on student achievement. The study's author suggests that school heads and superintendents participate in trainings that highlight the significance of properly managing their institutions' human, physical, financial, and pedagogical resources.

In terms of social-emotional development, because socio-emotional learning (SEL) initiatives take on varying forms depending on grade level, it can be difficult to train teachers on how to implement them or assess their effectiveness, as noted by Jacobson (2019).

If schools are given more money to use toward SEL initiatives, it might be used to provide teachers with training on how to implement SEL techniques and make use of the data collected from these initiatives. Concerns concerning inequity in kids' access to supportive, strengths-based SEL activities may arise given the prevalence with which SEL efforts are utilized to regulate or improve student behavior, particularly in high-poverty schools.

According to Mahfouz's (2019) research, school heads have a major effect on a variety of factors, including as the morale of staff members, the number of teachers who stay in their positions, and the achievement of pupils. A school where parents and children alike feel welcomed, cared for, and challenged may be achieved in large part via the school head's dedication to their own personal and professional growth. School heads' health and effectiveness as leaders may be negatively impacted by the stress they face on the job, as has recently been widely acknowledged. School heads' mental and emotional health has not been given the same level of consideration as their professional growth.

Effective implementation of SEL, school climate, teacher functioning and well-being, family and community partnerships, and subsequent student outcomes are all influenced by school heads' social and emotional competencies, well-being, and leadership.

Furthermore, Reichl (2017) argued that teachers are the driving force behind SEL programs and practices in schools and classrooms, and that their students benefit greatly from their own social-emotional competence and well-being. Students learn more and grow emotionally and socially in classrooms where teachers care about them as people. Unfortunately, students' academic performance and conduct suffer when teachers fail to effectively manage the social and emotional demands of teaching.

Moreover, Cristovao, et al. (2020) argued that since relationships and emotional processes affect how and what people learn, these factors can either help or hinder children's academic engagement, commitment, and ultimate success in school. The capacity to perceive, comprehend, and control one's emotions is the cornerstone of fostering emotional equilibrium within a group, and teachers play a vital role as the emotional leaders of their pupils. The SEL method argues that the same kind of explicit teaching that is necessary for the development of academic abilities is also necessary for the development of social and emotional skills.

In terms of child-friendly schools, in the Philippines, conversations between school officials, educators, and advocates for children led to the introduction of the Child-Friendly School System (CFSS) in 1999. Anti-Bullying Act (RA 10627) and Child Protection Policy (DO 40 s. 2012) back it up. It entails raising teacher morale and motivation,

mobilizing community support for education, ensuring children's high academic achievement and success, encouraging enrolment and completion, and ensuring children's safe and protective spaces.

To foster a pleasant learning environment for all students, Fitriani and Istaryatiningtias (2020) sought to provide further detail on the role played by the school committee in addressing and supporting the adoption of the child-friendly school model. According to their findings, school committees in both public and private schools contribute significantly to the success of the schools in implementing the child-friendly school model from a number of distinct vantage points. There is a critical need for the involvement of the school committee in promoting a child-friendly school model, which includes monitoring the activity of the learning process toward the quality of school life and bridging the connection between schools and students' parents.

In terms of level of school-based management, DepEd's School-Based Management (SBM) is an initiative that transfers authority for educational policymaking from the Department's headquarters and regional offices to individual schools (DepEd, 2015). The SBM grant is one method of enhancing school capacity. School-Based Management (SBM) Grants are additional funds provided by the Department of Education (DepEd) to public elementary and secondary schools to supplement the school fund on Maintenance and Other Operating Expenses, as stated in DepEd Order no. 45, s. 2015. This is in accordance with Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001. The General Appropriations Act for Fiscal Year 2014 provides the necessary funding for this purpose.

According to Llego (2021), SBM is a method for bettering the educational system by delegating power formerly held by central authorities to schools themselves. By delegating authority over the school's finances, staffing, and curriculum to these groups, SBM gives administrators, teachers, students, and parents more say in their children's education. SBM can improve children's learning environments by include educators, parents, and community stakeholders in these crucial choices.

Arar and Nasra (2018) created a model to examine the direct and indirect effects of school-based management on school effectiveness. All aspects of self-management, including decision-making, resource and people management, resource availability, and organizational structure, were shown to have a favorable impact on school performance. School effectiveness is shown to be related to resource management, people and organizational structure, and motivation.

The efficacy of SBM, the role of administrators and teachers in SBM, and facilitating and impeding variables in the application of SBM were all the subject of Mawanda et al.'s (2018) investigation into public elementary school implementation. According to the findings, school-based management (SBM) has been successfully implemented in accordance with the elements of SBM, including its management, resources, learning strategies, conducive cultural and environmental implementation, community participation, and achievement of objectives improving school quality; the role of the head as an evaluator, manager, administrator, leader, supervisor, innovator, and motivator is essential to the success of SBM; and SBM has been successfully implemented in accordance with the elements of SBM.

In terms of professionalism on services, according to Meador (2019), professionalism is an essential trait for every person working in a school setting. When representing their school district, administrators and teachers should always act professionally. This involves remembering that they are a school employee at all times, not just during work hours. They must be trustworthy individuals who present well socially and aesthetically.

Hermann, et al. (2019) focused their research on a program designed to improve the skills of school school heads. The idea is that if school heads can refine their methods, everyone involved in the educational process would benefit. The program did not enhance these results on average, even though it was carried out as planned. However, some schools benefited while others suffered. The research suggests that school heads' instructional leadership might benefit from professional development efforts. Positive correlations between the program's impacts on certain instructional leadership techniques and gains in student success were found. School heads' instructional expertise, the regularity with which they provide feedback and assistance, and the value of teachers' conversations with school heads regarding teaching were all factors.

Professionalism, according to Johnson & Weiner (2020), may be an unexpected lever for strengthening school leadership. While some decisions certainly need to be made at higher echelons of an organization, it is essential that school heads have the authority and autonomy to exercise professional control over their work.

2.4 Team Effectiveness

Team effectiveness includes roles, team relationship, problem solving, and skills and learning. In terms of role, according to Lennon-Smith (2019), it takes a village to raise a child. A meaningless motivating quotation is the quickest way to ruin the mood in the workplace. The benefits of cooperation to a company are well knowledge. The team's performance may benefit immediately via clearly outlining everyone's tasks and expectations. It guarantees

that everyone is on the same page, that work gets completed, that cooperation among employees is enhanced, and that lines of communication are opened up.

Successful leaders are aware of their responsibility to articulate strategy and motivate their teams to put it into action. But they also know that the success of the company as a whole and of themselves as individuals is contingent on everyone doing their part. Leaders may earn more than their subordinates because of the weight of their responsibilities and the scrutiny they face from many constituencies, but this does not make them indispensable (DeMarco, 2015).

Ozgenel & Ozkan (2019) looked at how teachers' performance at the school level adds directly to the success of schools in meeting their educational goals. Researchers came to the conclusion that a school's success might be anticipated and impacted by the quality of its instructors. Teachers are held to a higher standard of involvement and performance when it is understood that constructing successful educational institutions is a challenging endeavor. Therefore, it may be suggested to policy makers and school leaders that teachers evaluate their own performance, get feedback, and create a better performance evaluation system.

In terms of team relationship, when coworkers get along well, everyone benefits. Teams that work well together are more efficient overall, leaving more room for creativity and individual growth. In addition, the contacts they establish with other professionals will be invaluable to their professional development (Mind Tools, 2022). According to an article published by Indeed (2021), a cohesive team is more likely to achieve its goals thanks to increased communication, productivity, morale, retention, skill sharing, health benefits, creative output, and ease of onboarding new members. A new team member may learn by seeing how others on the team interact and eventually imitate similar habits, making it simpler for them to fit in with the group. Working with a group of individuals who have formed excellent ties will likely aid in the speed with which new team members are accepted.

The goal of the research conducted by Tran et al. (2018) was to examine how workers' working habits, which in turn influence their performance, were impacted by the presence or absence of positive connections in the workplace. The results showed that good connections at work improved professional behaviors such as dedication, stress levels, and the feeling of making a difference in the world. The findings also showed that employees' personal ties significantly impacted professional relationships and productivity.

In terms of problem solving, the steps involved in problem solving are as follows: taking stock of one's surroundings, noting what needs fixing or improving, determining the causes of the problem and the forces at play, brainstorming potential solutions, narrowing the field down to a manageable few, deciding on a course of action, carrying it out, monitoring the results, and repeating as necessary.

Each phase of problem-solving makes use of a different set of abilities and approaches, all of which combine to define the problem's complexity and the extent to which it may be resolved. Humans have the ability to solve issues from an early age, and this ability matures and develops throughout a person's life. As a means of gaining mastery over one's surroundings, problem-solving is crucial for both individuals and businesses (Stottler, 2022).

Problem-solving, as noted by Birt (2022), is an analytical approach to determining what options exist for resolving an issue. It's a complicated procedure, so a lot of choices and calls will need to be made along the route. The primary objective is to locate the optimal answer. Problem-solving entails recognizing a problem, investigating its root causes, asking relevant questions, and coming up with potential remedies. As more information is gathered, the answer becomes clearer.

In terms of skills and learning, although training is a great way to increase everyone's skill set, many companies shy away from it because of the high costs cited by Frost (2019). Training also takes time away from employees' regular work schedules, which may slow down production. Training and development may have some negative side effects, but the positive outcomes for both the company and its workers more than outweigh the negatives.

In the article of Indeed (2019), it was mentioned that improving and innovating in the workplace typically depends on employees continuing their education and training both formally and informally. Multiple advantages make committed learning a necessity for any organization, and the benefits accrue to both the employer and the employees. When workers recognize how important it is to their company's success that they be given opportunities to learn and grow in their positions, they are more likely to make it a priority to do so.

Learning keeps individuals mentally and physically active, as stated by Morgan (2020). It broadens their horizons and provides them with a more informed understanding of the world. It allows children to broaden their horizons, prepare their brain for future difficulties, and maintain consistent brain activity. The sum of these variables ensures their continued good health.

Learning is crucial for human survival, according to Malec (2022). Because of how pervasive it is, most people seldom stop to think about its significance. Learning entails picking up new abilities, facts, and principles. People can accomplish this on their own, but education, the process of teaching another person or a group of people,

can make it much simpler. Learning is facilitated by educational assistance. All the information and abilities that individuals acquire on their own are compiled and shared via education. Part of what it means to be socially embedded as opposed to individually lonesome is having access to educational opportunities rather than being responsible for acquiring new skills and information on one's own. Knowledge and abilities aren't the only things that may be gained via education. They also pass on the beliefs, perspectives, and routines they have chosen to disseminate.

The study data was categorized by the researcher into four broad categories. All aspects of administrative work, such as teamwork, school results, and management acumen, are covered. The researcher drew inspiration for this work from a variety of sources. The study covers administrative networking solutions for monitoring student records, ensuring that lessons are delivered effectively, and keeping tabs on extracurricular activities. The students' academic performance would benefit greatly from having more supervision. School heads, with the assistance of their instructors, are responsible for observing and assessing the quality of classroom teaching, student performance, and extracurricular school activities. One of the most important aspects of putting these plans into action is keeping everyone informed. Good methods

The researcher also factored on how efficient the team was. Skills and learning are part of the package, as are the position, team dynamics, problem-solving prowess, and so on. Improving student achievement at school requires determining how instructors may best contribute to that goal. The teacher's role is crucial since it displays their expertise, motivation, and character in the classroom. Teamwork is the cooperative effort of all team members to enhance the quality of the institution's offerings via open lines of communication. Along with this, critical thinking is crucial because it's what teachers need to overcome the obstacles they face in the classroom. To avoid unnecessary overlap in responsibilities, it is also crucial to assess each educator's knowledge and experience

3. Methodology

3.1 Research Design

For this study, the researcher utilized a descriptive-correlational design. It involved descriptive-survey and descriptive-correlational. Descriptive-survey was used to determine the perception of the teacher-respondents toward administrative networking strategies of the principal in terms of effective communication, supervision of instructional delivery, supervision of pupils' record, and supervision of non-academic activities; it was also used to identify the level of administrative skills of principal as described by the teacher-respondents in terms of instructional leadership skills, personnel management skills, and financial management skills; it was utilized to determine the level of school performance based on the assessment of the teacher-respondents in terms of academic growth, social-emotional development, child-friendly school, level of school-based management, and professionalism on services; and it was used to identify the perceived level of team effectiveness of the respondents in terms of role, team relationship, problem solving skills and skills and learning.

Then, descriptive-correlational was used to identify the significant relationship between the administrative networking strategies and the school performance; the significant relationship between the level of administrative skills and the school performance; the significant relationship between the administrative networking strategies and the team effectiveness; the significant relationship between the administrative skills and the team effectiveness; the significant relationship between the team effectiveness and the school performance; and if the level of team effectiveness significantly mediate the relationship of between administrative networking strategies and administrative skills to school performance.

3.2 Respondents of the Study

This study was conducted in the elementary schools of Sariaya West District, situated in the municipality of Sariaya, province of Quezon. The respondents were 150 which is the sample size of the teachers who are currently associated with the nine (9) public elementary schools in Sariaya West District. Majority of the respondents were from Concepcion Ibaba Elementary School with 40 teachers. While the least number of the respondents are associated with Lutucan Bata Elementary School with four (4) teachers.

Table 1. Respondents of the Study

Profile		Gender		Civil Status			
		Female	Male	Married	Separated	Single	Widow
School	Bignay 1 ES	22	4	13	0	12	1
	Concepcion Ibaba ES	16	3	14	0	5	0
	GNSEES	16	2	17	1	0	0
	Janagdong 2 ES	7	1	6	0	2	0
	Janagdong I ES	7	0	4	0	2	1
	Lutucan 1 ES	7	1	7	0	1	0
	Lutucan Bata ES	4	0	4	0	0	0
	Lutucan Central ES	23	6	16	0	12	1
Age	Sto. Cristo ES	30	1	27	0	3	1
	30 years old and below	31	7	17	0	21	0
	31-40 years old	51	6	42	1	13	1
	41-50 years old	36	4	38	0	1	1
	50 years old and above	14	1	11	0	2	2
Educational Attainment	Bachelor's Degree Holder	33	6	32	0	7	0
	With MA Units	69	10	55	0	22	2
	Masters Degree Holder	26	2	19	1	6	2
	With Doctorate Degree Units	3	0	1	0	2	0
	Doctorate Degree Holder	1	0	1	0	0	0
Designation	Master Teacher I	7	0	5	0	2	0
	Master Teacher II	2	0	1	0	0	1
	Teacher I	59	11	44	0	26	0
	Teacher II	30	4	30	0	3	1
	Teacher III	34	3	28	1	6	2
Years in Service	1-10 years	62	12	44	1	28	1
	11-20 years	42	4	40	0	6	0
	21-30 years	22	1	19	0	1	3
	31 and above	6	1	5	0	2	0

Table 1 shows the gender distribution of the 150 teacher-respondents, with 132 females and 18 males. Females outnumbered males, according to the gender distribution statistics.

In addition, the table shows the distribution of teacher-respondents by civil status. It shows that 108 respondents were married, 37 respondents were single, one (1) respondent was separated and three (3) were widowed. The table revealed that majority of the teacher respondents were married.

Furthermore, the distribution of educational attainment revealed that 39 teacher-respondents have a bachelor's degree, 79 respondents have master's units, 28 respondents have master's degrees, three (3) respondents have doctorate units, and one (1) respondent has doctorate degrees. This indicates that majority of the teacher-respondents have masteral units.

Likewise, 70 of the overall population of teacher-respondents are designated as Teacher I, 34 respondents as Teacher II, 37 respondents as Teacher III, seven (7) respondents as Master Teacher I, and two (2) respondents as Master Teacher II. The data implied that the majority of the population is designated as Teacher I.

Finally, the table also shows the distribution of teacher-respondents by years of experience in the classroom. It revealed that 74 respondents have taught for 1 to 10 years, 46 respondents for 11 to 20 years, 23 respondents for 21 to 30 years, and seven (7) respondents for 31 years or more. It is undeniable that majority of the teacher-respondents have between one and ten years of teaching experience.

3.4 Instrumentation and Data Collection

Researcher-made online survey questionnaire was utilized in this study. The indicators were teacher-made based on the literature review of the study. As a result of the reliability test it was found out that the items in each parameter posted good and excellent. In terms of administrative networking strategies, administrative skills, school performance, and team effectiveness, the sub-variables were all higher than 0.8 and 0.9 which means that the indicators used were all good and excellent

3.5 Data Analysis

Descriptive statistics such as weighted arithmetic mean, and standard deviation was utilized by the researcher to fully examine the responses of the teacher-respondents on the on administrative networking strategies and administrative skills of principals. Also, this was used to determine the school performance in Sariaya West District. The four (4) point Likert scale below was used to interpret the responses made by the respondents.

Pearson-Product Moment Correlation Coefficient to identify the significant relationship between the administrative networking strategies and the school performance; the significant relationship between the level of administrative skills and the school performance; the significant relationship between the administrative networking strategies and the team effectiveness; the significant relationship between the administrative skills and the team effectiveness; and the significant relationship between the team effectiveness and the school performance. In order to answer the inferential question on sub-problem 8, mediation analysis was used.

Mediation analysis was utilized to determine if team effectiveness significantly mediating the relationship of administrative networking strategies and administrative skills to school performance.

4 Results and Discussion

4.1 On Administrative Networking Strategies

Table 2
Relationship of Administrative Networking Strategies to Level of Team Effectiveness; and School Performance

Administrative Networking Strategies	Team Effectiveness				School Performance			
	Role	Team Relationship	Problem-Solving Skills	Skills & Learning	Academic Growth	Social-Emotional Development	Child-Friendly School	Level of SBM
Effective Communication	.617*	.551**	.567**	.633**	.599**	.618**	.525**	.617*
Supervision of Instructional Delivery	.628*	.589**	.566**	.643**	.599**	.680**	.500**	.593*
Supervision of Pupils' Record	.560*	.525**	.478**	.569**	.540**	.611**	.517**	.554*
Supervision of Non-Academic Activities	.619*	.531**	.534**	.594**	.677**	.699**	.532**	.583*

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

Table 2 shows the relationship between administrative networking strategies of the school heads and, level of team effectiveness and level of school performance. For team effectiveness, the administrative networking strategies shows positive and significant relationships.

These indicate that when school heads use appropriate administrative networking strategy, it tends to result to better team effectiveness. As it creates a place for frequent discussion, problem resolution, and improved teamwork, administrative networking strategy can contribute to the development of a more supportive, caring, and happy work environment. Good administrative networking strategy opens the door for communication, increase performance levels, and good working relationships, just as effective supervision enhances team productivity or effectiveness.

For school performance, the administrative networking strategies shows positive and significant relationships. All these indicate that when school heads utilize a good administrative networking strategy, it enhances the school performance. In essence, administrative networking strategy provides teachers with chances to work together, establish objectives, comprehend how pupils learn, and develop as teachers via greater role performance. It will lead to an improved school performance. To effectively perform the bulk of the school's work, which necessitates that teachers learn how to interact in groups, one of the key objectives of administrative networking strategy is to enhance teachers' interpersonal and cooperative skills, finding professional growth opportunities, boosting self-assurance and critical thinking, getting support from colleagues and their comments, and monitoring their progress so as to improve the school performance.

Administrative networking strategies include effective communication, supervision of instructional delivery, supervision of pupils' records, and supervision of non-academic activities. A school head is the top administrator of a school and is in charge of the whole campus, from teachers to pupils to parents. Communicating and supervising effectively ensures that the stakeholders are on the same page about the school's goals and their contributions to achieving those goals (Dayton, 2021).

4.2 On Administrative Networking Skills

Table 3
Relationship between Administrative Skills and Level of Team Effectiveness; and School Performance

Administrative Skills	Team Effectiveness				School Performance			
	Role	Team Relationship	Problem-Solving Skills	Skills & Learning	Academic Growth	Social-Emotional Development	Child-Friendly School	Level of SBM
Instructional Leadership Skills	.557**	.505**	.506**	.585**	.645**	.654**	.474**	.618**
Personnel Management Skills	.600**	.540**	.550**	.628**	.650**	.675**	.497**	.618**
Financial Management Skills	.539**	.530**	.539**	.586**	.613**	.672**	.497**	.653**

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

Table 3 shows the relationship between administrative skills of the school heads to level of team effectiveness and school performance, the administrative skills show positive and significant relationships.

These indicate that when school heads use an appropriate administrative skill, it tends to result in better team effectiveness. School principals benefit from effective administrative skills. These skills can assist the team as a whole stay on the same page and let each team member know what is expected of them at work. School principals who possess the necessary administrative skills can effectively lead a team.

For school performance, the administrative skills show positive and significant relationships. These indicate that when school heads have good administrative skills, these enhance the school performance. School principals may easily maintain tabs on the performance of the school. As a result, they may concentrate more on assuring the welfare of the teachers and enhancing the performance of the whole team. Effective administrative skills also have a favorable impact on students' academic performance. The better the administrative skills of the school principal, the better the school performance. As a result, good administrative skills will lead to the attainment of the goals and objectives of the school.

Victor (2017) asserted that administrative skills are necessary for overseeing schools efficiently which include instructional leadership skills, personnel management skills, and financial management skills. School principals need managerial abilities in the areas of material and human resource management. School heads have managerial competencies in allocating funds in a way that best serves their institution, keeping detailed records of all school money matters, ensuring that all expenditures are properly accounted for, conducting regular audits of school budgets, and using cost-cutting measures to manage school funds efficiently. These things are vital to enhancing the school's performance.

4.3 Test of Relationship Between the Level of Team Effectiveness and Level of School Performance

Table 4
Team Effectiveness and the Relationship Between Level of Administrative Networking Strategies and the Level of School Performance

Team Effectiveness	School Performance			
	Academic Growth	Social-Emotional Development	Child-Friendly School	Level of SBM
Role	.768**	.765**	.758**	.759**
Team Relationship	.706**	.750**	.722**	.706**
Problem-Solving Skills	.706**	.695**	.654**	.685**
Skills and Learning	.785**	.788**	.766**	.765**

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

Table 4 shows the relationship between the team effectiveness and level of school performance. Team effectiveness shows positive and significant relationships with school performance.

This indicates that when school manifest a high level of team effectiveness in terms of role, team relationship, problem-solving skills and skills and learning, it will lead to a greater level of school performance in terms of academic growth, social-emotional development, child-friendly school, level of SBM, and professionalism on services. It is because teamwork is a resource that can be used to raise the quality of instruction and learning. This is illustrated, for instance, by facilitating more teacher contact, which may increase the effectiveness of both teaching and learning.

It is supported by the study of Mahulae et al. (2020) wherein team effectiveness contributes to the improvement of school performance. The learning results of students can be improved. Teaching effectiveness may be defined as the degree to which a teacher can use competence and professionalism in the classroom. Team effectiveness also enhances teachers' levels of professionalism and expertise which affects their work and the knowledge their students gained. It is also indicated that team effectiveness significantly and positively affects student outcomes. Teachers' effectiveness is greatly boosted by their level of competence in terms of role, team relationship, problem-solving skills, and skills and learning.

4.4 Mediation Analysis of Team Effectiveness and the Relationship Between Level of Administrative Networking Strategies and the Level of School Performance

Table 5.

Team Effectiveness and the Relationship Between Level of Administrative Networking Strategies and the Level of School Performance

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Direct	.2187	.0465	.1268	.3107	4.6993	.0000
Indirect	.4486	.0586	.3353	.5660	7.6553	
Total	.6673	.0526	.5634	.7712	12.6920	.0000

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
AN Strategies --> Team Effective	.6856	.0611	.5647	.8064	11.2117	.0000
AN Strategies --> Sch. Performance	.2187	.0465	.1268	.3107	4.6993	.0000
Team Effective --> Sch. Performance	.6543	.0460	.5634	.7453	14.2201	.0000
ANS --> TE --> SP	.4486	.0586	.3353	.5660	7.6553	

Note: Partial mediation exists

Table 5 presents a mediation analysis examining the team effectiveness on the relationship between administrative networking strategies and the level of school performance. The analysis aims to determine if the level of team effectiveness significantly mediate the relationship between administrative networking strategies and the level of school performance.

The direct effect represents the relationship between administrative networking strategies and the level of school performance without considering the mediating role of the team effectiveness. In this analysis, the direct effect estimate is 0.2187, with a 95% confidence interval ranging from 0.1268 to 0.3107. The t-value is 4.6993, and the associated p-value is 0.0000. This implies that leader's administrative networking strategies significantly impact the level of school performance. This finding highlight the importance of administrative networking strategies in terms of effective communication, supervision of instructional delivery, supervision of pupils' record and supervision of non-academic activities. In order to build successful collaboratives that aid in the achievement of school's objectives rather than occupying time, there is a need to have an effective and efficient administrative network strategy. Administrative network strategies are essential since they make sure that all communications and delivery of quality education are regularly monitored. Through this monitoring method, new areas that may be changed to boost school performance can be found.

Furthermore, the indirect effect represents the relationship between administrative networking strategies and the level of school performance, mediated by team effectiveness. In this analysis, the indirect effect estimate is 0.4486, with a 95% confidence interval ranging from 0.3353 to 0.5660. The t-value is 7.6553. This suggests that team effectiveness plays a significant role in administrative networking strategies into the enhancement of school performance. It is because teamwork makes good collaboration to perform their problem-solving skills. It leads to

better outcomes. School principals and teachers are more likely to take calculated risks that lead to innovation if they have the support of a team behind them. Working effectively in a team encourages personal growth, increases job satisfaction, and reduces stress.

4.5 Mediation Analysis of Team Effectiveness Between the Level of Administrative Skills and Level of School Performance

Table 6

Team Effectiveness on the Relationship Between Level of Administrative Skills and the School Performance

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Direct	.2187	.0465	.1268	.3107	4.6993	.0000
Indirect	.4486	.0586	.3353	.5660	7.6553	.0000
Total	.6673	.0526	.5634	.7712	12.6920	.0000

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
AN Strategies --> Team Effective	.6856	.0611	.5647	.8064	11.2117	.0000
AN Strategies --> Sch. Performance	.2187	.0465	.1268	.3107	4.6993	.0000
Team Effective --> Sch. Performance	.6543	.0460	.5634	.7453	14.2201	.0000
ANS --> TE --> SP	.4486	.0586	.3353	.5660	7.6553	.0000

Note: Partial mediation exists

Table 6 presents a mediation analysis examining the team effectiveness on the relationship between administrative skills and the level of school performance. The analysis aimed to determine if the level of team effectiveness significantly mediates the relationship between administrative skills and the level of school performance. The direct effect represents the relationship between administrative skills and the level of school performance without considering the mediating role of the team effectiveness. In this analysis, the direct effect estimate is 0.2189, with a 95% confidence interval ranging from 0.1447 to 0.2931. The t-value is 5.8323, and the associated p-value is 0.0000.

This implies that leader's administrative skills significantly impact the level of school performance. This finding highlights the importance of administrative skills in terms of instructional leadership skills, personnel management skills and financial management skills. Administrative skills are crucial since they maintain the efficiency of school operations. Administrative experts like the school principal with excellent talents can make the school operate smoothly thereby enhancing the level of school performance.

Furthermore, the indirect effect represents the relationship between administrative skills and the level of school performance, mediated by team effectiveness. In this analysis, the indirect effect estimate is 0.3629, with a 95% confidence interval ranging from 0.2541 to 0.4849. The t-value is 6.1823. This suggests that team effectiveness plays a significant role in administrative skills into the enhancement of school performance. It is because teamwork allows the teachers and school principal to share ideas and duties. It makes everyone feel less stressed and enables them to be more careful and thorough in their job completion in the school. A good conclusion is assured by an effective team that functions effectively together. Productivity, morale, motivation, and the quality of work all rise with effective team.

5. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, significant findings, interpretation of data, conclusion, and corresponding recommendations.

Summary

The researcher determined the administrative networking strategies in terms of effective communication, supervision of instructional delivery, supervision of pupils' records, and supervision of non-academic activities; the administrative skills in terms of instructional leadership skills, personnel management skills, and financial management skills; the school performance in terms of academic growth, social-emotional development, child-friendly school, level of school-based management, and professionalism on services; and the perceived level of team effectiveness of the respondents in terms of role, team relationship, problem-solving skills and skills and learning.

Moreover, it investigated if there is a significant relationship between the administrative networking strategies and administrative skills and the level of team effectiveness and level of school performance; if there is a significant relationship between the team effectiveness and school performance; and if the level of team effectiveness significantly mediates the relationship between administrative networking strategies and administrative skills to school performance.

Furthermore, it was limited to public elementary school teachers of Sariaya West District, Division of Quezon. 150 public elementary school teachers served as the respondents of the study. It was done through a purposive sampling technique. The respondents participated in a descriptive survey after acquiring their consent through social platforms. The data-gathering procedure started after securing the approval of the Schools Division Superintendent (SDS), public schools district supervisor (PSDS), and the school heads. The data-gathering procedure was implemented during the School Year 2022-2023.

Summary of Findings

The study yielded the following findings:

1. The teacher-respondents highly observed the administrative networking strategies of the principal in terms of effective communication, supervision of instructional delivery, supervision of pupils' records, and supervision of non-academic activities.
2. The teacher-respondents highly observed the administrative skills of the principal in terms of instructional leadership skills, personnel management skills, and financial management skills.
3. The school is highly performing as to the level of its performance in terms of academic growth, social-emotional development, child-friendly school, level of school-based management, and professionalism in services.
4. The respondents are highly effective in the level of team effectiveness in terms of role, team relationship, problem-solving skills, and skills and learning.
5. The administrative networking strategies are significantly related to the level of team effectiveness and level of school performance.
6. Administrative skills are significantly related to the level of team effectiveness and level of school performance.
7. There is a significant relationship between the level of team effectiveness and the level of school performance.
8. The level of team effectiveness significantly mediates the relationship between administrative networking strategies and the level of school performance.
9. The level of team effectiveness partially mediates the relationship between the level of administrative skills and the level of school performance.

Conclusions

The study yielded the following conclusions:

1. The administrative networking strategies are significantly related to the level of team effectiveness and level of school performance; thus, the hypothesis is not sustained.
2. The administrative skills are significantly related to the level of team effectiveness and level of school performance, thus, the hypothesis is not sustained.
3. There is a significant relationship between the level of team effectiveness and the level of school performance, thus, the hypothesis is not sustained.
4. There is a partial mediation of the team effectiveness on the relationship between administrative networking strategies and the level of school performance, thus, the hypothesis is not sustained.
5. There is a partial mediation of the team effectiveness on the relationship between administrative skills and the level of school performance, thus, the hypothesis is not sustained.

Recommendations

Based on the findings and conclusions made, the following recommendations are hereby offered:

1. For the administrators of the School Division Office, as it will improve school performance and the degree of team effectiveness among their teachers, they may provide ongoing training and seminars on administrative networking strategies and administrative skills among the school principals. Team effectiveness partially mediates the administrative networking strategies and administrative skills to school performance.

2. For the school principals, to provide the teachers with the necessary administrative abilities, they may also hold training and seminars at the schools on administrative networking strategies and administrative skills. They will be motivated to become administrators in the future, which will help maintain high standards of academic achievement and teacher productivity.
3. For the teachers, their own ongoing personal and professional development, they may attend trainings and seminars at different levels. They will be able to get new information and abilities about administrative networking strategies and principals' administrative skills via this. They will be in a better position to contribute more to improving the performance of the school and the efficacy of the teachers because they will be able to comprehend the situation in the schools.
4. For future researchers, that in terms of experimentation and the acceptance of the research results, another study may be carried out using a far larger population. To further support the study's conclusions, it is also recommended to use other research designs, such as qualitative or mixed methods designs.

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