Leadership Skills, School Performance and Supervisory Practices of School Heads: Basis for an Enhancement Plan

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ABSTRACT: This research investigates the extent of leadership skills, school performance, and supervisory practices among school heads in the Division of Cabuyao City. Utilizing a quantitative approach, data was collected through a questionnaire checklist, and the study involved elementary and secondary school principals. The key areas of focus included classroom visitations, staff development, human relations, supervision improvement instruction, and delegation. The findings reveal that school principals exhibit highly practiced supervisory practices, with specific indicators such as documenting strengths and areas for improvement during classroom visits and aligning professional development with school improvement goals ranking notably high. In terms of school performance, a developing level was observed overall, with significant variations among schools. School Q demonstrated advanced levels, while Schools D and T lagged at the developing level. The study also delves into the leadership skills of school principals, particularly in communication, critical thinking, decision-making, and delegation. While communication skills were highly evident, aspects of critical thinking and decision-making displayed slight variation among school heads.

Notably, the research explores the correlation between supervisory practices and school performance, as well as leadership skills. The study indicates a lack of significant correlation between supervisory practices and school performance. However, a significant relationship is observed between the extent of supervisory practices and leadership skills in specific areas such as staff development and decision-making. In conclusion, this research contributes valuable insights into the leadership landscape of school principals in Cabuyao City. The findings provide a basis for the development of an enhancement plan, emphasizing areas for improvement and strategies to enhance leadership skills, school performance, and supervisory practices. Recommendations include tailored training programs, ongoing professional development, and a focus on strengthening specific leadership competencies. The suggested Enhancement Plan for this research into leadership skills, school performance, and supervisory practices among school heads offers a comprehensive roadmap for future improvements.

KEYWORDS: leadership skills, supervisory practices, quantitative, enhancement plan

I.   THE PROBLEM AND ITS BACKGROUND

Introduction : In the dynamic and ever-changing field of education, effective leadership is critical in shaping the future of students, educators, and institutions alike. Educational leaders are in charge of guiding and influencing the overall direction, vision, and success of educational organizations. However, leadership is not a one-size-fits-all concept. Instead, it encompasses a wide range of leadership skills, each with its own set of characteristics and implications.Based on Al Khajeh (2018), Leadership skills in education reflect the various approaches used by leaders to inspire and motivate their teams, promote student achievement, and foster a positive learning environment. These leadership skills can have a significant impact on the overall culture, climate, and outcomes in educational settings. Educational leaders can effectively navigate the challenges, complexities, and demands of today's education landscape by understanding and utilizing various leadership skills. Depending on their personal preferences and the context of their school, principals use a variety of leadership skills.

In an autocratic school, Chukwusa (2018) discussed that the principal makes decisions independently, with little input from others. Top-down communication is common, with instructions and directives flowing from the leader to the staff. The head is in charge of critical thinking and decision-making, often without much consultation. This style can be useful in situations requiring quick decision-making or clear direction. Democratic leaders, on the other hand, encourage active participation and input from staff members, fostering open communication channels. They engage others in critical thinking and decision-making processes to reach a consensus or majority agreement. This style values

group decision-making and encourages staff members' creativity and collaboration. Moreover, Anderson (2017) emphasized that Transformational leaders inspire and motivate their employees by establishing a vision and modeling desired behaviors. They communicate effectively, setting clear expectations and providing timely feedback. The promotion of creativity and innovation fosters critical thinking. Decision-making frequently entails soliciting feedback from the team and empowering them to take ownership of their work. Wong & and Giessner (2018) pointed out that in Laissez-Faire, the school principal's leadership skill involves minimal interference and guidance, allowing staff members to have a high degree of autonomy and make decisions independently. Communication is more casual and less structured. Individuals are encouraged to explore new ideas and approaches, which promotes critical thinking. However, if staff members require guidance or support, this style may be ineffective.

Section 4 of Republic Act 9155 defined school heads/principals as "a person responsible for the administrative and instructional supervision of the school and accountable for the promotion and preservation of academic excellence and effective teaching and learning." Section 7 specifies that the multifaceted task of every school principal is to lead in ll educational activities and programs as an institutional supervisor. In this endeavor, the principal must demonstrate professional courtesy, helpfulness, and sympathy toward teachers and other personnel. Such practices adhere to standards of effective school supervision, dignified administration, responsible leadership, and enlightened direction."

II.   BACKGROUND OF THE STUDY

The DepEd Manual of 2000 also listed the following duties and responsibilities of school principals: supervise all personnel in the school; provide leadership in the development and implementation of all programs in the school; promote the efficiency of teaching and learning in all classes through in-service training, observations, and visits; coordinate all services for the wholesome growth and development of all pupils and other personnel in the school. School principals also coordinate and cooperate with the community and other agencies and represent the district supervisor in the school; prepare, consolidate, and submit all school reports to the district supervisor; rate the performance of the teachers in the school and recommend the deserving ones for promotions; and perform related work.

According to Boaduo (2011), while developing teacher instructional competencies, many educators recognize that the quality of instruction is dependent not only on teachers but also on supervisory staff. According to Cornelius (2012), effective performance management begins with mutual respect and ends with performance excellence. It is the responsibility of supervisors to communicate with their employees regularly. These discussions should be based on open communication and provide staff with clear role expectations, feedback, and opportunities for performance improvement, development, and advancement. According to DepEd Order No. 42, Section 2017, good teachers have a significant impact on students' achievement. Improving teacher quality is critical because it can lead to long-term nation-building and results. Given the school heads' diverse tasks and supervisory roles, it is incumbent upon them to develop supervisory skills to achieve effective educational administration by examining the quality of their behavior and observing the relationship that exists between tasks to perform.

They must be open to the need for constant innovation and improvement of the overall educational programs.According to Hee (2013), the leadership ability of school principals is frequently the deciding factor between effective and ineffective schools. According to some scholars, good school principals foster a positive school climate by promoting high-quality school culture, teaching and learning, assessment, academic and non-academic performance, two-way communication, and relationships between the school, families, and the broader community.This study looked at a significant correlation between the extent of leadership skills and level of school performance and supervisory practices of the elementary and secondary school principals in the City Schools Division

of Cabuyao.It is important to note that leadership skills are not rigid categories, and many leaders may use a combination of different styles depending on the context, situation, and individuals involved. By analyzing these leadership skills, school performance, and supervisory practices of the elementary and secondary school principals we can gain a better understanding of how they are used in educational settings and the potential implications for the overall growth and development of educational institutions. From the results, the researcher can develop an enhancement plan that can be used to shed light for new school heads on how to effectively and efficiently provide excellent administrative and supervisory practices that optimize an exemplary leadership skill.

Theoretical Framework : In the formulation of a theoretical perspective of leadership skills, this study was anchored on Campbell's (2007) Theory of Advanced Leadership, which stated that "an educational administrator must possess the essential characteristics to be regarded as a principal/leader." He must have the special senses and knowledge to oversee the organization's future direction, a vision that piques the imagination and challenges the best in people. The ability to influence people and bind their will in the accomplishment of a purpose beyond their ends and capabilities are essential skills for educational administrators."Furthermore, this research is based on the theory developed by authorities regarding the supervisory competencies of school principals. As they claimed, principals must have the necessary knowledge and skills in school administration and supervision to be effective and efficient. The first is understanding the fundamentals of leadership. The second and most common is the principal's function, which must be demonstrated by an effective school administrator.

The independent variable indicators were designed for 11 Leadership Qualities: According to Adam Enfroy (2020), A List of Skills to Make a Good Leader, while some good leaders appear to be born that way, leadership skills can be learned. It makes no difference if you've never led before. Certain characteristics, traits, and skills help to shape the most effective leaders.The paradigm that follows illustrates the conceptual frame of reference on which this study is based, based on the theory developed by the aforementioned authorities. It explains teachers' perceptions of their school principals' level of leadership skills school performance and supervisory practices.Based on the theory cited, the researcher illustrates the flow of the study through this paradigm.

ENHANCEMENT PLAN
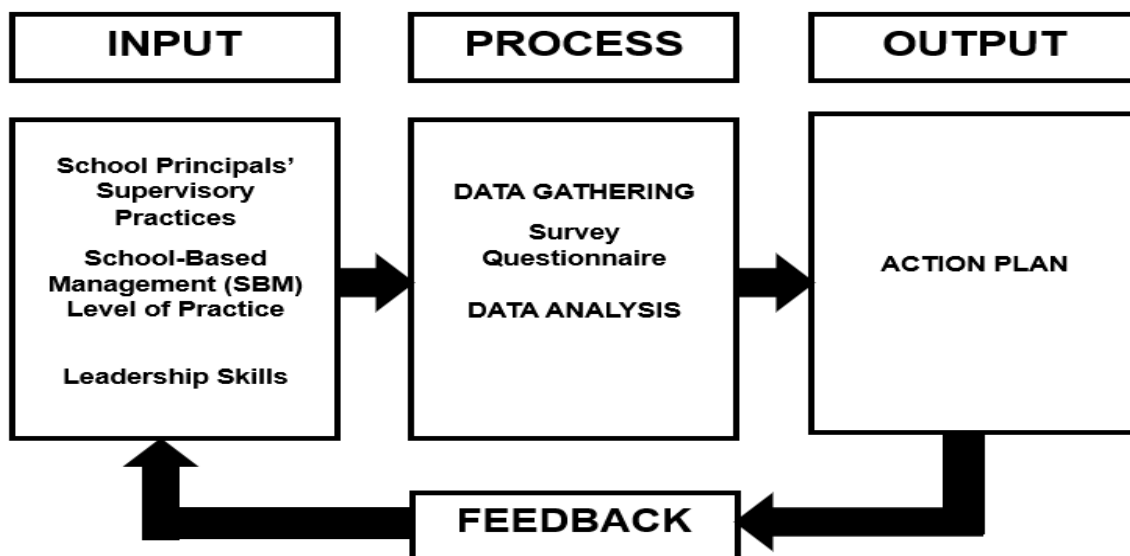
Research Paradigm. Figure 1

Figure 1 above shows the Input-Process-Output model used. The independent variables are the extent of school principals' supervisory practices in terms of classroom visitations, staff development, human relations, supervision improvement instruction, and delegation and Level of school performance based on the result of School-Based Management. Then the extent of leadership skills in terms of communication, critical thinking, decision-making, and delegation of leadership skills. The process includes data gathering through a questionnaire and data analysis. The proposed output is an action plan.

Research Problem
The research study sought answers to the following questions:
1. What is the extent of school principals' supervisory practices in terms of:
➢ classroom visitations;
➢ staff development;
➢ human relations;
➢ supervision improvement instruction, and
➢ delegation?

2. What is the level of school performance of elementary and secondary school principals in terms of their School-Based Management Level of Practice?

3. What is the extent of leadership skills of elementary and secondary school principals in the Division of Cabuyao City in terms of

➢ communication;
➢ critical thinking; and
➢ decision-making?
➢ delegation of leadership skills?

4. Is there a significant correlation between the extent of school principals' supervisory practices and the level of school performance of the elementary and secondary school principals?

5. Is there a significant correlation between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals?

6. Is there a significant correlation between the level of school performance and the extent of leadership skills?

7. Based on the findings, what enhancement plan may be proposed?

Hypotheses
1. There is no significant correlation between the extent of school principals' supervisory practices and the level of school performance of the elementary and secondary school principals.
2. There is no significant correlation between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals.
3. There is no significant correlation between the level of school performance and the extent of leadership skills.

Scope and Limitation: This research aimed to determine the extent of leadership skills, level of school performance, and supervisory practices of the elementary and secondary school principals in the City Schools Division of Cabuyao. Also, the study further seeks to determine the correlation between the level of school performance and the extent of school principals' supervisory practices. The leadership skill encompassed only the level of communication, critical thinking, decision-making, and delegation of leadership skills.

Moreover, the basis of school performance was the results of their School-Based Management. The extent of supervisory practices was only limited to classroom visitations, staff development, human relations, supervision improvement instructions, and delegation.The research focused on the complex relationship between school performance, supervisory practices, and leadership abilities of principals. School performance refers to the effectiveness and efficiency with which school principals manage administrative tasks. Furthermore, the study used School-Based Management as a foundation for evaluating effective school leadership via decentralized decision-making. The study aimed to determine the relationship between school performance and specific supervisory practices such as classroom visits, staff development, human relations,

supervision improvement instructions, and delegation. Leadership abilities such as communication, critical thinking, decision-making, and delegation were also assessed for their impact on school performance. Classroom visits, in which principals observed and evaluated teaching and learning activities, and staff development, which aimed to improve the skills of school personnel, were examined as specific supervisory practices. The interpersonal aspect of organizational dynamics, known as human relations, was also investigated within supervisory practices to better understand its relationship with school performance. Furthermore, the study investigated the relationship between supervision improvement instructions given by school principals and school performance. This study was conducted in the City Schools Division of Cabuyao. Consequently, this study utilized the Descriptive correlational approach as the research design and employed a convenient sampling technique in choosing the respondents of the study. The ultimate aim of this study was to develop an enhancement plan that informed new school heads on how to be effective and efficient in both administrative and supervisory functions.

Significance of the Study : The researcher believed that this study will be beneficial to the following individuals:

School Heads They are the primary beneficiaries, different leadership skills enable people to gain a better understanding of their own leadership strengths, preferences, and areas for development. This self-awareness enables administrators to make informed decisions about their leadership skills and adapt them to changing circumstances.

Teachers. This research will contribute to the organization's climate and relationships. School administrators can create environments that promote collaboration, trust, and teamwork by understanding different leadership approaches. They can use strategies to empower teachers, involve stakeholders, and form cohesive teams, thereby improving the educational institution's overall effectiveness.

Department of Education. This study may provide useful insights for policy development, strategic planning, and capacity-building initiatives within the department. By examining school leaders' leadership skills, the study can inform targeted leadership development programs, allowing the DepEd to create training modules that address specific challenges faced by administrators. quality by creating an environment in which both educators and students can thrive.

Students. The study's findings can impact on student achievement. Examining various leadership skills enables educators and administrators to identify strategies and practices that improve student learning outcomes. They can create a conducive environment for student success, support effective teaching practices, and ensure equitable educational opportunities for all students by incorporating these approaches into their leadership.

Researcher. This research will benefit from this study as education is a constantly evolving field, and leaders must keep up with emerging trends and research-based practices. The researcher can stay current on new ideas, theories, and approaches to educational leadership by investigating various

leadership skills. This continuous learning fosters a culture of continuous improvement, ensuring that leaders have the most up-to-date knowledge and skills to effectively address the changing needs of their schools and communities.

Future Researcher. They will benefit from this study because it will provide them with a recommended platform that they can independently access and replicate on their own.

Definition of Terms : The following terms are operationally specified for clarity and consistency:

Classroom Observation. This refers to a dynamic supervisory skill concerned with improving the conditions that surround learning and pupils' growth. It also refers to the actions undertaken by the school administrators to develop a productive and satisfying environment for teachers and desirable learning outcomes for the pupils/students.

Classroom Visitations. It is the practice of educators or administrators observing and assessing classroom activities and teaching practices to gain insights into instructional effectiveness, student engagement, and the overall classroom environment. It entails directly observing teaching and learning processes in classrooms during instructional hours and providing feedback for improvement. It is operationally defined as the actions, procedures, and methods used by administrative personnel to carry out their tasks and responsibilities within an organization. These practices include the day-to-day operational activities, protocols, and routines that help to manage administrative functions efficiently.

Communication. It is the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs. In this study, this involves writing correspondence such as memos, notices, reports, and letters, speaking in meetings and presentations, and listening to all levels of personnel and stakeholders.

Critical Thinking. It is making reasoned judgments that are logical and well-thought-out. It is a way of thinking in which one does not simply accept all arguments and conclusions one is exposed to but rather has an attitude involving questioning such arguments and conclusions.

Decision-Making Skill. This refers to the ability to select between two or more alternatives to reach the best outcome in the shortest time.

Delegation. This is the process of assigning responsibility, authority, and accountability to another person or group to complete specific tasks or make decisions on behalf of a higher-level authority. It entails delegating tasks, authority, and decision-making authority to others while maintaining ultimate accountability for the results.

Enhancement Plan. A plan that provides guidance and principles for effective leadership practices is referred to by this term. It provides a plan for comprehending and developing leadership competencies, skills, and behaviors. It also refers to a guide outlining key dimensions, principles, and leadership theories. It provides a plan for leadership development and decision-making by serving as a foundation for understanding different leadership approaches, assessing leadership capabilities, and providing a plan for leadership development and decision-making.

Human relations. This refers to the interactions, relationships, and dynamics that occur between people in a workplace or social setting. It focuses on understanding and managing relationships effectively, encouraging collaboration, and creating a positive work environment. It is also a multidisciplinary field that investigates the psychological, sociological, and organizational aspects of human interactions. To improve productivity, job satisfaction, and overall well-being, it emphasizes empathy, communication, teamwork, conflict resolution, and the promotion of healthy relationships.

Leadership skills. This term refers to the specific approaches, behaviors, and attitudes that leaders use to influence and guide their followers or team members. Different leadership skills have distinct characteristics that influence how leaders communicate, motivate, and make decisions. It refers to the consistent patterns of behaviors and attitudes that leaders exhibit in their interactions with others. They reflect the leader's philosophy, values, and approach to leading others. Common leadership skills include autocratic, democratic, transformational, transactional, and laissez-faire, each with its own set of characteristics and effects on followers and organizational outcomes.

School-Based Management (SBM). This refers to a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools.

School Heads. It refers to the staff member of a school with the greatest responsibility for the management of the school. They perform the duties and responsibilities of a school principal, but they do not receive the same compensation because only passers of the Principal Test are eligible to be appointed by the Civil Service Commission.

School Performance. It is referred to as the measurable effectiveness and efficiency with which administrative tasks and responsibilities within an organization are carried out. It refers to administrative personnel's ability to perform their duties competently and achieve desired results in managing an entity's administrative functions in this study through (SBM) School-Based Management.

Staff Development. This term refers to planned activities and programs designed to improve an organization's employees' knowledge, skills, and competencies. It includes a variety of training, workshops, seminars, mentoring, coaching, and professional development initiatives designed to improve individual and group performance. It is a strategic and systematic approach to investing in employee growth and advancement. It entails providing opportunities for learning, skill development, and career advancement to ensure that individuals have the capabilities to meet current and future job demands. Employee engagement, job satisfaction, and organizational success are all aided by staff development programs.

Supervision Improvement Instruction. This term refers to specific training or guidance given to supervisors or managers to improve their skills, knowledge, and effectiveness in supervising and managing employees. It focuses on developing their ability to guide, support, and direct their subordinates. It also refers to a type of professional development aimed at improving the supervisory abilities of individuals in positions of leadership. It entails providing supervisors with the tools, techniques, and strategies they need to effectively lead, motivate, and supervise their teams. To improve respondents' overall supervision and leadership skills, the training may cover topics such as communication, performance management, conflict resolution, team building, and decision-making.

Supervisory Practices. This refers to the actions, strategies, and methods used by school principals or headteachers to supervise and support teaching staff, instructional programs, and overall school operations. These practices include monitoring, evaluating, and advising to ensure effective teaching and learning and achievement of educational goals. This also refers to establishing a supportive and collaborative environment, conducting classroom observations, providing constructive feedback, implementing professional development initiatives, and fostering a culture of continuous improvement are all part of the process. These practices aim to improve the quality of teaching, student achievement, and overall school performance.

III. REVIEW OF RELATED LITERATURE

The essence of an effective enhancement plan in educational institutions is multifaceted, encompassing an array of skills and attributes that are critical for managing the complex dynamics of modern schools. This chapter delves into the existing body of literature, exploring various dimensions

of leadership skills, administrative performance, and supervisory practices within the context of educational management. The synthesis of the literature is geared towards underpinning the empirical foundations of our study titled "Leadership Skills, School Performance, and Supervisory Practices of School Heads: Basis for an Enhancement Plan."This review is structured to dissect key components of leadership in the educational sector, specifically focusing on the vital roles of communication, critical thinking, decision-making, and delegation of leadership skills. It encompasses a broad spectrum of studies, theories, and pragmatic insights that collectively offer a comprehensive understanding of the leadership landscape in education. This exploration not only provides a theoretical backdrop for our research but also enriches our perspective on the practical implications of leadership skills in driving administrative effectiveness and fostering a conducive learning environment.

As we navigate through the diverse realms of academic leadership, we aim to correlate the theoretical underpinnings with contemporary challenges faced by school heads. This alignment is crucial to developing an enhancement plan that is not only grounded in theory but is also responsive to the evolving needs of educational institutions in today's dynamic world. The ensuing sections will present a detailed review of the literature about each key aspect of leadership, thereby setting the stage for our subsequent empirical investigation.

IV. RESEARCH LITERATURE

Leadership skills : According to Chidi and Victor (2017), instructional supervision allows supervisees to update their skills and knowledge to adapt to new ways of delivering instruction. It also serves as a means of communication between the principal (supervisor) and the teacher (supervisee). During instructional supervision, the supervisor must involve subject matter experts. This is due to the school principal's limited knowledge of the content and methodologies of teaching science subjects as a graduate of the Faculty of Arts Heads of departments or subject specialists must be involved in providing professional assistance to supervisees.

There are a variety of instructional supervision techniques. Among the various supervision techniques listed by Iloh, Nwaham, Igbinedion, and Ogogor (2016) are classroom visitation/observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision, and micro-teaching. This is consistent with Ani (2007), who listed the following supervision techniques: classroom visitation, micro-teaching, research approach, workshop, demonstration technique, and tape recording. The following supervisory techniques were used in this study by the aforementioned scholars: classroom visitation/observation, workshop, and demonstration.Furthermore, Onyeike (2018) stated that the principal, as the chief executive of schools, has numerous tasks to complete to successfully administer the school system. The functions and roles of the school principal are described by several authors. According to Amadeker (2005), as cited by Onyeike (2018), the school principal's functions and roles include "head teacher, principal, leader of the school, school father adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist, and philosopher." In a similar vein, Ezeocha (2000), as cited by Onyeike (2018), emphasized the principal's responsibilities for instructional supervision, curriculum development, aid evaluation, school community relations, and management of school finance, staff, and student personnel administration.

Bernard and Goodyear (2000), as cited by Onyeike (2018), the principal is a standard setter, one who leads in the development of an aspiration and expectation for both teachers and students to do good work. He helps teachers with problems such as improving methods, materials, and evaluation, and thus provides a good measure of quality control. Teachers' ability to analyze and interpret data can be improved with the assistance of principals. To effectively perform his duties as an administrator, the principal must possess certain administrative skills. Several studies have been conducted on principals' administrative roles. According to Bennel (2004), as cited by Onyeike (2018), within the secondary school system, the principal is the chief executive of the school, as well as the school administrator, instructional leader, and personnel manager for both pupils (students) and staff

personnel. The principal is also in charge of finance and physical facilities. The principal is expected to maintain positive relationships with the local community and to maintain constant contact with the Ministry of Education in the area where the school is located. In the school system, administrative task areas are classified into several categories. Pupil personnel, staff personnel, instruction, and educational module improvement, school account and business administration, school plant, and other general tasks are included (Ogbonna, 2005, as cited in Onyeike, 2018). Several other people also made contributions, which are listed below: Lipham and Hoeh (1990) defined five school organization functions: (1) staff faculty organization; (2) student-faculty organization; (3) finance and physical assets; and (3) school group relationship administration.

According to Ehiametalor (2005), as cited by Ogogor et al. (2018), educational administrators are concerned with four issues and functions, which include personnel procurement, training, maintenance, development evaluation, and remuneration. Their primary responsibility is to determine and implement the instructional program. The operation of educational businesses in their entirety (resources, finance, etc.), as well as the establishment and maintenance of good public relations, are products that will improve the teaching and learning environment.

Curriculum and instructional supervision also refer to the supervisory practices of how principals check lesson plans and instructional materials, identify instructional problems, suggest solutions, offer instructional assistance, guide teachers, help them improve classroom management, and give direct praise for teachers' worthwhile accomplishments.Teachers' job performance, according to Uko, Umosen, and Caleb (2015), refers to the extent to which teachers are committed to pedagogical delivery and demonstrate moral uprightness and academic excellence in the teaching profession. Teachers' job performance is concerned with their overall ability to demonstrate the right attitude toward work, to be committed and dedicated to their teaching roles, and to make deliberate efforts toward the achievement of educational goals and objectives. The indicator of a teacher's job performance is his or her ability to make a concerted effort to improve students' academic performance, possession, and display of in-depth knowledge of his or her subject matter, well-organized lesson presentation, effective classroom organization and control, participation in school curricular activities, regularity and punctuality in school, and maintenance of good interpersonal relationships with subordinates.

Furthermore, Organization and Personnel Management refers to the administrative practices of how the school principal delegates some responsibilities, maintains good discipline, trains teachers to handle auxiliary services, provides opportunities for growth development and understanding in the organization, recognizes teachers' talent, and potential, adhered to transparency in school policy, and solved school problems objectively and critically.Personnel management, according to Ahammad (2017), refers to the functions that many employers now refer to as Human Resources. Human Resources functions for the organization's employees include recruiting, hiring, compensation and benefits, new employee orientation, training, and performance appraisal systems.Personnel management also entails developing and implementing policies and procedures to create an orderly, employee-friendly workplace. It is an older term that is becoming obsolete in modern business organizations. Personnel management is a term that is still used in various government agencies, primarily in the non-profit sector, to describe the function that deals with the employment of people within a business organization. When most people think of it, they think of the more transactional and administrative aspects of HR management functions; however, others use the term to refer to the entire range of HR responsibilities and services.

Similarly, the term personnel management conjures up images of employee unions, strict job classification systems, and established pay grades that leave line management with few management options. The main issue with the personnel management viewpoint is that it ignores the strategic components of the possible HRM role. It must include responsibility for training and organizational development. Personnel management, on the other hand, excludes these.

Neither is the performance management system approach to developing employees and their careers. Planning, Assessing, and Reporting Teaching Learning Outcomes refers to how school leaders use DepEd policies in making supervisory decisions, consulting the district supervisor in planning, involving the teaching force in planning, and prioritizing teaching-learning outcomes.

Furthermore, Paturusi & Achmad (2017) stated that good managerial ability of school principals will create quality and competition. The principal requires (1) an understanding of the application of managerial functions; (2) the ability to maximize the school's social potential; (3) the strength of education and leadership; and (4) the symbolic strength of their professional position, (5) a value-oriented culture of quality and a strong work ethic. The principal's functions in school management are as follows: planning (planning), organizing (organizing), execution (actuating), and control (controlling) (Mulyono, 2008). Terry agreed that the management function is a process that consists of planning, organizing, directing, and controlling to determine and achieve goals through the use of human and other resources.School Plant, Resources, and Facilities Management refers to how the school principal maintains and improves the school site, housing operation, upkeep, and extension of the existing plant to promote efficient instruction and meet space and safety requirements.

In addition, Ekpoh (2018), the school plant incorporates operational input resources in the school system. It consists of buildings, grounds, facilities, and equipment that are necessary for the implementation of educational programs as well as the achievement of school goals. Because school plants are expensive, proper maintenance is essential. School plant maintenance encompasses all activities undertaken to preserve the use value of school facilities. This is required because continuous use of buildings, grounds, and facilities causes wear and tear. Maintenance is thus required to ensure continuous use.Personal, Social, and Professional Development is defined as the supervisory skill of how the principal conducts teachers' meetings and conferences, provides opportunities for all teachers to attend seminars and training, promotes the development of the teachers' personalities, and follows up on the application of things learned during seminar workshops and conferences.

Furthermore, several scholars viewed teacher development as an evolving learning process (Cárdenas, González, & Alvarez, 2020, as cited in González, 2007). Similarly, Richards and Farrell (2005) defined teacher professional development as long-term personal growth that assists teachers in defining and making sense of their teaching practice and of themselves as individuals. Furthermore, self-development and self-direction are essential for teacher development (Nunan & Lamb, 1996). As Hiemstra and Brockett (1991) confirmed, they are "individual characteristics that predispose one to take primary responsibility for personal learning and endeavors" (p. 29). Furthermore, Diaz-Maggioli, as cited in González (2005), stated that teacher development is "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students" (p. 310). Finally, Tomlinson (2003) defined teacher development as "a multidimensional awareness and the ability to apply this awareness to their actual teaching contexts."

School, Community Linkages, and Public Relations refer to how school administrators access and link to the community in pursuit of their goal of improving the teaching-learning situation. According to Palmieri &Palma (2017), the topic of the school's relationship with the community, particularly with the students' families, emerged as a key issue at the first research meeting. To investigate this topic in depth, the research team decided to approach it through a broader theme that the participants identified as critical. More specifically, the profound transformation taking place in contemporary society has significant implications for schools: Teachers are being forced to rethink and redefine their duties, strategies, and identity considering the changes being experienced by students, families, and communities. The school-parent relationship is thus linked to the larger social context in which the school operates. According to Manafa (2018), communication is one of the most important aspects of human existence and is critical in any organization (including schools) for achieving its goals and objectives. Communication aids in the effective management of any organization by improving mutual understanding between management and subordinates. Effective communication increases

staff involvement and commitment in the organization, resulting in a better outcome.According to Sudana (2018), the principal plays a critical role in the development of critical thinking in employees, particularly teachers. The principal's role has been going swimmingly all along. It is demonstrated by the provision of training opportunities for teachers that are useful in developing their skills as an asset when they provide suitable learning for the development of knowledge and technology in the business and industry worlds, as a learning that will be given to learners by their expertise.Similarly, Choudhary (2016) stated that "decision-making means a thought process of selecting a reasonable choice from the available options." When attempting to make a good decision, one must weigh the benefits and drawbacks of each option and consider all options. A person must be able to judge the outcome of each option to make an effective decision. It can be defined as the process of selecting among available options. It is a daily activity for all humans. There is no exception to this. Decision-making is both a habit and a process in some organizations. Organizations profit from effective and successful decisions, while unsuccessful ones lose money.

Administrative Works Through School-Based Management : Kadtong (2015), SBM is an organizational strategy for improving education by transferring significant decision-making authority from state and district offices to individual schools. SBM gives principals, teachers, students, and parents more control over the educational process by giving them responsibility for budget, personnel, and curriculum decisions. SBM can create more effective learning environments for children by involving teachers, parents, and other community members in these key decisions (World, 2007). The program's underlying principles are that the people who are directly involved and affected by school operations are the best people to plan, manage, and improve the school (Bernaldez, 2011). As a result, SBM is linked to public relations to increase stakeholder participation in school programs and projects.

The large number of development agencies promoting SBM as a key component of decentralization reforms, as well as the growing number of countries that have adopted aspects of this approach, attest to its popularity. SBM reforms in Australia began in the 1970s. Since then, countries from all over the world have experimented with or introduced SBM, including Hong Kong (China), Indonesia, El Salvador, Nicaragua, Kenya, Kyrgyzstan, Nepal, Paraguay, and Mexico.Nonetheless, the impact of SBM on education quality, including student outcomes, remains a contentious issue, with some researchers arguing that SBM improves educational outcomes while others argue that SBM degrades educational quality, particularly in the poorest schools.8 The variety of SBM approaches and the contexts in which they are used complicates the debate over SBM quality. The diversity of approaches to and elements of decentralization that collectively constitute "SBM," as well as the institutional and socio-cultural contexts in which they are implemented, complicate the evaluation of SBM (Khatrri, 2010).

According to Martin (2019), School-Based Management (SBM) is a DepEd thrust that decentralizes decision-making from the Central Office and field offices to individual schools for them to better respond to their specific educational needs. This is based on DepEd Order #83, series of 2012. The SBM grant is one method of empowering schools. As a result, the Philippine educational system is constantly evolving, embracing new trends in educational policies and practices to ensure that the system's output can adapt and respond to the needs of changing times, eventually improving good leadership and school governance, and contributing to the educational system's progress. Principals or school heads provided valuable insights into their daily practices that foster a supportive environment for high-level school governance. These practices are classified as developing personnel and facilitating leadership, empowering teams or responsible delegation, recognizing accountability, communicating and rapport, facilitating instruction, and managing change (Crum & Sherman, 2008).
As a result, according to Martin (2019), William (2012) stated in his study that simply switching from one management style to another does not guarantee a hallmark. Recognitions in many education systems have revealed that SBM has the potential to improve educational quality. Furthermore, the SBM's positive outcomes as a form of decentralization make it superior to centralization. Schools will

use SBM to create a management system to ensure the quality of teaching and learning. Furthermore, most SBM programs attempt to empower principals and teachers by "strengthening their professional motivation, thereby enhancing their sense of ownership of the school" (Barrera-Osorio et al., 2009). Indeed, under SBM, the principal's role as the primary decision-maker is dramatically altered to include principals, teachers, parents, and other school members in responsibility and decision-making. As a result, School-Based Management develops leadership skills by empowering competent individuals in schools to make decisions that improve learning. It will also increase the school leader's accountability to school members, students, and parents because there will be fewer orders from above.

Supervisory Practices : There are a variety of instructional supervision techniques. Among the various supervision techniques listed by Iloh, Nwaham, Igbinedion, and Ogogor (2016) are classroom visitation/observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision, and micro-teaching. This is consistent with Ani (2007), who listed the following supervision techniques: classroom visitation, micro-teaching, research approach, workshop, demonstration technique, and tape recording. The following supervisory techniques were used in this study by the aforementioned scholars: classroom visitation/observation, workshop, and demonstration.

Furthermore, Onyeike (2018) stated that the principal, as the chief executive of schools, has numerous tasks to complete to successfully administer the school system. The functions and roles of the school principal are described by several authors. According to Amadeker (2005), as cited by Onyeike (2018), the school principal's functions and roles include "head teacher, principal, leader of the school, school father adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist, and philosopher." In a similar vein, Ezeocha (2000), as cited by Onyeike (2018), emphasized the principal's responsibilities for instructional supervision, curriculum development, aid evaluation, school community relations, and management of school finance, staff, and student personnel administration. According to Bernard and Goodyear (2000), as cited by Onyeike (2018), the principal is a standard setter, one who leads in the development of an aspiration and expectation for both teachers and students to do good work. He helps teachers with problems such as improving methods, materials, and evaluation, and thus provides a good measure of quality control. Teachers' ability to analyze and interpret data can be improved with the assistance of principals. To effectively perform his duties as an administrator, the principal must possess certain administrative skills. Several studies have been conducted on principals' administrative roles.

Moreover, Bennel (2004), as cited by Onyeike (2018), within the secondary school system, the principal is the chief executive of the school, as well as the school administrator, instructional leader, and personnel manager for both pupils (students) and staff personnel. The principal is also in charge of finance and physical facilities. The principal is expected to maintain positive relationships with the local community and to maintain constant contact with the Ministry of Education in the area where the school is located. In the school system, administrative task areas are classified into several categories. Pupil personnel, staff personnel, instruction, and educational module improvement, school account and business administration, school plant, and other general tasks are included (Ogbonna, 2005, as cited in Onyeike, 2018). Several other people also made contributions, which are listed below: Lipham and Hoeh (1990) defined five school organization functions: (1) staff faculty organization; (2) student-faculty organization; (3) finance and physical assets; and (3) school group relationship administration.

Ehiametalor (2005), as cited by Ogogor et al. (2018), educational administrators are concerned with four issues and functions, which include personnel procurement, training, maintenance, development evaluation, and remuneration. Their primary responsibility is to determine and implement the instructional program. The operation of educational businesses in their entirety (resources, finance, etc.), as well as the establishment and maintenance of good public relations, are products that will

improve the teaching and learning environment.Curriculum and instructional supervision also refer to the supervisory practices of how principals check lesson plans and instructional materials, identify instructional problems and suggest solutions, offer instructional assistance, guide teachers and help them improve classroom management, and give direct praise for teachers' worthwhile accomplishments.

Teachers' job performance, according to Uko, Umosen, and Caleb (2015), refers to the extent to which teachers are committed to pedagogical delivery and demonstrate moral uprightness and academic excellence in the teaching profession. Teachers' job performance is concerned with their overall ability to demonstrate the right attitude toward work, to be committed and dedicated to their teaching roles, and to make deliberate efforts toward the achievement of educational goals and objectives. The indicator of a teacher's job performance is his or her ability to make a concerted effort to improve students' academic performance, possession, and display of in-depth knowledge of his or her subject matter, well-organized lesson presentation, effective classroom organization and control, participation in school curricular activities, regularity and punctuality in school, and maintenance of good interpersonal relationships with subordinates.Furthermore, Organization and Personnel Management refers to the administrative practices of how the school principal delegates some responsibilities, maintains good discipline, trains teachers to handle auxiliary services, provides opportunities for growth development and understanding in the organization, recognizes teachers' talent and potential, adhered to transparency in school policy, and solved school problems objectively and critically.

Personnel management, according to Ahammad (2017), refers to the functions that many employers now refer to as Human Resources. Human Resources functions for the organization's employees include recruiting, hiring, compensation and benefits, new employee orientation, training, and performance appraisal systems. Personnel management also entails developing and implementing policies and procedures to create an orderly, employee-friendly workplace. It is an older term that is becoming obsolete in modern business organizations. Personnel management is a term that is still used in various government agencies, primarily in the non-profit sector, to describe the function that deals with the employment of people within a business organization. When most people think of it, they think of the more transactional and administrative aspects of HR management functions; however, others use the term to refer to the entire range of HR responsibilities and services.Similarly, the term personnel management conjures up images of employee unions, strict job classification systems, and established pay grades that leave line management with few management options. The main issue with the personnel management viewpoint is that it ignores the strategic components of the possible HRM role. It must include responsibility for training and organizational development. Personnel management, on the other hand, excludes these. Neither is the performance management system approach to developing employees and their careers.

Furthermore, Paturusi and Achmad (2017) stated that the good managerial ability of school principals will create quality and competition. The principal requires (1) an understanding of the application of managerial functions; (2) the ability to maximize the school's social potential; (3) the strength of education and leadership; and (4) the symbolic strength of their professional position, (5) a value-oriented culture of quality and a strong work ethic. The principal's functions in school management are as follows: planning (planning), organizing (organizing), execution (actuating), and control (controlling) (Mulyono, 2008). Terry agreed that the management function is a process that consists of planning, organizing, directing, and controlling to determine and achieve goals through the use of human and other resources.

School Plant, Resources, and Facilities Management refers to how the school principal maintains and improves the school site, housing operation, upkeep, and extension of the existing plant to promote efficient instruction and meet space and safety requirements. According to Ekpoh (2018), the school plant incorporates operational input resources in the school system. It consists of buildings, grounds, facilities, and equipment that are necessary for the implementation of educational programs as well as

the achievement of school goals. Because school plants are expensive, proper maintenance is essential. School plant maintenance encompasses all activities undertaken to preserve the use value of school facilities. This is required because continuous use of buildings, grounds, and facilities causes wear and tear. Maintenance is thus required to ensure continuous use.Personal, Social, and Professional Development is defined as the supervisory skill of how the principal conducts teachers' meetings and conferences, provides opportunities for all teachers to attend seminars and training, promotes the development of the teachers' personalities, and follows up on the application of things learned during seminar workshops and conferences.Furthermore, several scholars viewed teacher development as an evolving learning process (Cárdenas, González, & Alvarez, 2020, as cited in González, 2007). Similarly, Richards and Farrell (2005) defined teacher professional development as long-term personal growth that assists teachers in defining and making sense of their teaching practice and of themselves as individuals. Furthermore, self-development and self-direction are essential for teacher development (Nunan & Lamb, 1996).

As Hiemstra and Brockett (1991) confirmed, they are "individual characteristics that predispose one to take primary responsibility for personal learning and endeavors" (p. 29). Furthermore, Diaz-Maggioli, as cited in González (2005), stated that teacher development is "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students" (p. 310). Finally, Tomlinson (2003) defined teacher development as "a multidimensional awareness and the ability to apply this awareness to their actual teaching contexts." School, Community Linkages, and Public Relations refer to how school administrators access and link to the community in pursuit of their goal of improving the teaching-learning situation.According to Palmieri and Palma (2017), the topic of the school's relationship with the community, particularly with the students' families, emerged as a key issue at the first research meeting. To investigate this topic in depth, the research team decided to approach it through a broader theme that the participants identified as critical. More specifically, the profound transformation taking place in contemporary society has significant implications for schools: Teachers are being forced to rethink and redefine their duties, strategies, and identity in light of the changes being experienced by students, families, and communities. The school-parent relationship is thus linked to the larger social context in which the school operates. According to Manafa (2018), communication is one of the most important aspects of human existence and is critical in any organization (including schools) for achieving its goals and objectives. Communication aids in the effective management of any organization by improving mutual understanding between management and subordinates. Effective communication increases staff involvement and commitment in the organization, resulting in a better outcome.

According to Sudana (2018), the principal plays a critical role in the development of critical thinking in employees, particularly teachers. The principal's role has been going swimmingly all along. It is demonstrated by the provision of training opportunities for teachers that are useful in developing their skills as an asset when they provide suitable learning for the development of knowledge and technology in the business and industry worlds, as a learning that will be given to learners by their expertise. Similarly, Choudhary (2016) stated that "decision-making means a thought process of selecting a reasonable choice from the available options." When attempting to make a good decision, one must weigh the benefits and drawbacks of each option and consider all options. A person must be able to judge the outcome of each option to make an effective decision. It can be defined as the process of selecting among available options. It is a daily activity for all humans. There is no exception to this. Decision-making is both a habit and a process in some organizations. Organizations profit from effective and successful decisions, while unsuccessful ones lose money.

Synthesis : The role of instructional supervision in educational leadership is crucial for fostering professional growth and enhancing teaching practices. Chidi and Victor (2017) emphasize that instructional supervision facilitates communication between principals and teachers while enabling the latter to update their skills and adapt to evolving instructional methodologies. To ensure effective supervision, subject matter experts must be involved, as the principal's knowledge may be limited,

particularly in specialized subjects like science. Various techniques are employed in instructional supervision, including classroom observation, workshops, and demonstrations, as highlighted by Iloh et al. (2016) and Ani (2007). These techniques aid in identifying instructional challenges, offering solutions, and providing teachers with the necessary support to enhance their classroom management and teaching strategies. The multifaceted role of school principals encompasses instructional leadership, administrative tasks, and community engagement. Principals serve as standard setters, instructional leaders, and personnel managers, as outlined by Amadeker (2005), Ezeocha (2000), and Bennel (2004). Effective principals possess administrative skills, foster positive relationships with stakeholders, and oversee various aspects of school management, including finance, personnel, and curriculum development.Personnel management, now commonly referred to as Human Resources Management (HRM), encompasses recruitment, training, performance evaluation, and policy implementation (Ahammad, 2017). Principals must effectively manage personnel to create an employee-friendly workplace conducive to professional growth and organizational success.

School-Based Management (SBM) empowers schools by decentralizing decision-making authority and involving stakeholders in budgeting, personnel, and curriculum decisions (Kadtong, 2015). While SBM enhances educational quality and fosters community involvement, its impact on student outcomes remains debated, highlighting the need for context-specific evaluation.Supervisory practices, including curriculum oversight and teacher development, are essential components of effective school leadership. Supervisors must assess lesson plans, offer instructional assistance, and promote teachers' personal and professional growth (Uko et al., 2015). Moreover, fostering school-community linkages and effective communication enhances collaboration and supports educational goals (Palmieri & Palma, 2017; Manafa, 2018).The principal's role in fostering critical thinking, facilitating decision-making, and promoting a culture of quality and accountability underscores the importance of effective leadership in educational settings (Sudana, 2018; Choudhary, 2016; Paturusi & Achmad, 2017).

Research Gap/s : While the research on "Leadership Skills, School Performance, and Supervisory Practices of School Heads" in the Division of Cabuyao City provides valuable insights, a notable research gap emerges that warrants further exploration.The study reveals variations in school performance across schools within the division. However, the specific factors contributing to these disparities remain underexplored. A more in-depth investigation into the unique challenges and best practices within each school could uncover crucial nuances that influence administrative performance. Understanding these factors can guide the development of targeted interventions, fostering a more equitable and effective administrative landscape across all schools.Addressing this research gap is pivotal for the division to tailor enhancement plans that go beyond general strategies, acknowledging the diverse needs and circumstances of each school. Future studies could delve into the organizational culture, resource allocation, and leadership dynamics within individual schools, providing a more nuanced understanding of the elements influencing administrative performance variations. This approach would contribute to the creation of more tailored and effective strategies for improvement.

V. METHODOLOGY

Presented in this chapter are the descriptions of research methodology including research design, research locale, population and sampling, participants of the study, research instrument, data-gathering procedure, ethical considerations, and statistical treatment.

Research Design : The researcher determined that the research problem was best examined using a Descriptive correlational approach. According to Sereem (2019), this quantitative research design approach is a type of research design that attempts to explain the relationship between two or more variables without making any causal claims. It entails gathering and analyzing data on at least two variables to determine if there is a relationship between them.In descriptive correlational research, researchers collect data to explain the variables of interest and determine how they relate to one another. The main goal is to account for all variables and their relationships without changing them or

assuming that one thing causes another.The researcher makes no changes to the variables or attempts to find cause-and-effect relationships. Instead, they simply observe and measure the variables of interest before examining the patterns and relationships that emerge from the data. By employing descriptive correlational research in this context, researchers can gain valuable insights into the relationships among leadership skills, school performance, and supervisory practices, laying the groundwork for the development of a comprehensive enhancement plan for school heads.

Research Locale : The study was conducted in Elementary and Secondary Schools of the City Schools Division of Cabuyao, namely: Gulod Elementary, Cabuyao Central School, Marinig South Elementary School, North Marinig Elementary School, Mamatid Elementary School, Bigaa Elementary, Butong Elementary School, Pulo Elementary School, Niugan Elementary School, Banay-Banay Elementary School, Banlic Elementary School, San Isidro Elementary School, Casile Elementary School, Diezmo Elementary School, Pitland Elementary School, Southville 1 Elementary School, Guinting Elementary School, Baclaran Elementary School, Cabuyao Integrated National High School, Gulod National High School, Southville 1 Integrated National High School, Pulo National High School, Marinig National High School, Bigaa Integrated National High School, Casile Integrated National High School, Gulod National High School - Mamatid Extension, Pulo Senior High School and Mamatid Senior High School where the respondents of the study are leading. The researcher preferred to conduct the study in the said area because she is currently teaching in the aforesaid local. School principals have a significant impact on the overall quality of education provided by a school. Effective leadership and strong administrative skills are required to create a positive learning environment, implement educational policies, effectively manage resources, and ensure the school's smooth operation. Assessing principals' leadership skills allows for the identification of areas of strength and areas for improvement, which can ultimately contribute to improving the quality of education provided to students. Assessing school principals' leadership skills and school performance is necessary to improve educational quality, promote accountability, support professional development, improve decision-making and planning, and contribute to overall school improvement efforts.

Respondents of the Study : The researcher approached the division records officer and requested a list of the names of schools and their principals. The information included the names of the schools and their principals from both the elementary and secondary levels. The Schools Division of Cabuyao is composed of eleven (11) elementary school heads and nine (9) Junior and Senior High School school heads.

Sampling Design : This study's respondents were twenty (20) school principals from the City Schools Division of Cabuyao. A purposive sampling technique was utilized by the researcher. According to Palinkas et al. (2016), purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. Although there are several different purposeful sampling strategies, criterion sampling appears to be used most in implementation research. The respondents were chosen to be interviewed following any form of these criteria: 1. School principal of DepEd- Cabuyao; 2. Had been principal for at least (2) two years; 3. Willing to participate in the study.

Instrumentation : In gathering pertinent information, the study utilized a survey questionnaire. The researcher developed a researcher-made questionnaire which was divided into three (3) areas namely: 1. Supervisory Practices, Administrative skills, 3. Leadership skills. After the researcher crafted the instrument, it was subjected to validation by five (5) experts in the field of leadership, administration, and supervision. To interpret the assessment of the respondents, a 4-point Likert scale will be applied. The following will be utilized to measure the extent of leadership skills, the level of school performance, and the extent of supervisory practices.

Assigned Points	Numerical Range	Verbal Interpretation Level of Leadership Skills	Verbal Interpretation Level of School Performance
4	3.50 – 4.00	Highly Evident (HE)	Highly Practiced (HP)
3	2.50 – 3.49	Evident(E)	Practiced (P)
2	1.50 – 2.49	Moderately Evident (ME)	Moderately Practiced (MP)
1	1.00 – 1.49	Not Evident (NE)	Not Practiced (NP)

Data Gathering Procedure: Following the completion of the final draft of the survey questionnaire, the researcher sought permission from the Superintendent of Schools in the Division of Cabuyao. Permission was specifically requested to conduct the survey and collect the data required for the study. Following approval, the researcher personally distributed the survey questionnaires to the respondents, ensuring that each participant received adequate instructions. The collected data from the completed questionnaires were then tabulated, analyzed, and interpreted. In the context of school leadership, various titles such as Teacher-in-Charge, Head Teacher, or Principal can be used interchangeably; however, this study focused solely on the role of the school principal.

Treatment of Data/ Thematic Process : Since the instrument was self-made, it was subjected to validation by a panel of experts composed of the thesis adviser, a research expert, a statistician, and an expert on the topic to be investigated. The said authorities, who requested research instrument validation, are members of the faculty of the Pamantasan ng Cabuyao of Graduate School and Continuing Professional Education.

The following are the statistical treatments to be applied in the study using SPSS:
1. **Simple means** were used to determine the respondent's (a) extent of leadership skills (b) the level of school performance of the school principals and (c) supervisory practices.
2. **Pearson r** was used to determine if there is a significant relationship between the respondents' extent of leadership skills and the level of school performance of the school principals.

Ethical Considerations: By research ethics, the researcher sought permission from the superintendent of the school division to conduct the study with the target respondents, who are school principals. She immediately distributed questionnaires to teachers and school administrators.During the conduct of the study, the researcher ensured that ethical considerations were properly observed. The aims and objectives of the study are to convey comprehensively to the respondents. They were not obliged to contribute to the survey, especially if doing so was against their will. Moreover, the questionnaires that were collected contained significant information pertinent to the conduct of the study. The work from different authors, which were used in any part of this study, was properly referenced, cited, and quoted.

VI.   PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA
This chapter presents the findings of the summarized data in tabular form, their analysis, and their interpretation in line with the purposes of the study. This study aims to determine the

Problem Number 1. What is the extent of school principals' supervisory practices in terms of:

Classroom Visitation

Table 1
Level of School Principals' Supervisory Practices in terms of Classroom Visitation

1.1 Classroom Visitations:		MEAN	VI
As a school head, I…			
1.	frequently do classroom observations per teacher per academic term.	3.35	HP
2.	use structured observation forms or rubrics during classroom visits.	3.45	HP
3.	provided feedback to teachers after classroom observations.	3.45	HP
4.	document the strengths and areas for improvement observed during classroom visits.	3.80	HP
5.	covered a variety of subjects and grade levels during classroom observations.	3.40	HP
6.	tailored evidence of differentiated feedback to individual teacher needs.	3.45	HP
7.	integrate classroom observation outcomes into professional development plans.	3.45	HP
8.	aligned classroom observations with instructional goals and standards.	3.35	HP
9.	observe different teaching strategies and instructional methods.	3.50	HP
10	capture and store classroom observation data using technology.	3.60	HP
	GENERAL ASSESSMENT	**3.48**	**HP**

Legend: 3.25 – 4.00 Highly Practiced   2.50 – 3.24 Practiced
        1.75 – 2.49 Less Practiced   1.00 – 1.74 Not Practiced

Table 1 shows the level of the school principal's supervisory practices in terms of classroom visitation. The table above reveals that the level of school principal's supervisory practices in terms of classroom visitation has a composite assessment mean of **3.48** and is interpreted as **Highly Practiced**. The indicator "As a school head, I document the strengths and areas for improvement observed during classroom visits." has the highest mean which is **3.80,** and is interpreted as **Highly Practiced**. Meanwhile, the indicator "As a school head, I frequently do classroom observations per teacher per academic term." has the lowest mean of **3.35** and is still interpreted as **Highly Practiced.**

The result implies that the respondents actively document strengths and areas for development during classroom visits they do not perform classroom observations for each teacher per academic term.
This means that the school principal values and emphasizes documenting classroom visit outcomes, with an emphasis on recognizing strengths and opportunities for growth. However, the frequency of classroom inspections per teacher every academic term is lower, implying that the school principal may not be consistently present in classrooms to watch instructional methods and gain personal knowledge of the teaching and learning process.Potential consequences include a lack of awareness of day-to-day teaching dynamics, instructor problems, and overall instructional quality. Increasing the frequency of classroom observations may provide a more comprehensive and real-time view of the teaching environment, resulting in better-informed decision-making and support for teacher development.

Furthermore, Onyeike (2018) stated that the principal, as the chief executive of schools, has numerous tasks to complete to successfully administer the school system. The functions and roles of the school principal are described by several authors. According to Amadeker (2005), as cited by Onyeike (2018), the school principal's functions and roles include "head teacher, principal, leader of the school, school father adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist, and philosopher." In a similar vein, Ezeocha (2000), as cited by Onyeike (2018), emphasized the principal's responsibilities for instructional supervision, curriculum development, aid evaluation, school community relations, and management of school finance, staff, and student personnel administration.According to Bernard and Goodyear (2000), as cited by Onyeike (2018), the principal is a standard setter, one who leads in the development of an aspiration and expectation for both teachers and students to do good work. He helps teachers with problems such as improving methods, materials, and evaluation, and thus provides a good measure of quality control. Teachers' ability to analyze and interpret data can be improved with the assistance of principals. To effectively perform

his duties as an administrator, the principal must possess certain administrative skills. Several studies have been conducted on principals' administrative roles.

1.2 **Staff Development**

Table 2
Level of School Principals' Supervisory Practices in terms of Staff Development

1.2 Staff Development:		MEAN	VI
As a school head, I…			
1.	offered frequent and various professional development opportunities to staff.	3.50	HP
2.	align professional development with school improvement goals.	3.80	HP
3.	participate rates in professional development sessions.	3.65	HP
4.	use formative assessments to identify staff development needs.	3.55	HP
5.	incorporate both external experts and internal expertise in training sessions.	3.55	HP
6.	offer available resources (workshops, conferences, online courses) for continuous learning.	3.55	HP
7.	implement follow-up activities to ensure the application of new skills.	3.45	HP
8.	encourage collaboration and peer learning among staff.	3.55	HP
9.	integrate technology tools to facilitate staff development.	3.45	HP
10.	monitor the effectiveness of staff development through feedback and assessment.	3.40	HP
	GENERAL ASSESSMENT	**3.55**	**HP**

Legend: 3.25 – 4.00 Highly Practiced   2.50 – 3.24 Practiced
          1.75 – 2.49 Less Practiced   1.00 – 1.74 Not Practiced

Table 2 shows the level of the school principal's supervisory practices in terms of staff development. The table reveals the level of school principal's supervisory practices in terms of staff development. It has a general composite mean of **3.55** interpreted as **Highly Practiced.** The indicator "As a school head, I align professional development with school improvement goals." It has the highest mean of **3.80** which is interpreted as **Highly Practiced.** On the other hand, the indicator "As a school head, I monitor the effectiveness of staff development through feedback and assessment." It has the lowest mean of **3.40** and is still interpreted as **Highly Practiced.**

The result implies that there is an emphasis on linking professional development programs with overall school goals. This is generally regarded as a desirable practice since it ensures that efforts made toward professional development immediately contribute to the overall progress of the institution.It suggests that measuring the effectiveness of staff development is the least practiced. This could have an impact on the overall quality and effectiveness of professional development initiatives. Without appropriate monitoring through feedback and assessment, it is difficult to determine whether professional development activities are reaching their intended results and contributing to the progress of the school. The implication is that there may be an opportunity for improvement in the evaluation and assessment processes connected to staff development to ensure that they match with the school's overall goals and have the desired impact. It emphasizes the need to not only plan and conduct professional development but also periodically review its performance to make educated judgments about continual progress.

Moreover, Bennel (2004), as cited by Onyeike (2018), within the secondary school system, the principal is the chief executive of the school, as well as the school administrator, instructional leader, and personnel manager for both pupils (students) and staff personnel.The principal is also in charge of finance and physical facilities. The principal is expected to maintain positive relationships with the local community and to maintain constant contact with the Ministry of Education in the area where the school is located. In the school system, administrative task areas are classified into several categories. Pupil personnel, staff personnel, instruction, and educational module improvement, school

account and business administration, school plant, and other general tasks are included (Ogbonna, 2005, as cited in Onyeike, 2018). Several other people also made contributions, which are listed below: Lipham and Hoeh (1990) defined five school organization functions: (1) staff faculty organization; (2) student-faculty organization; (3) finance and physical assets; and (3) school group relationship administration.

Ehiametalor (2005), as cited by Ogogor et al. (2018), educational administrators are concerned with four issues and functions, which include personnel procurement, training, maintenance, development evaluation, and remuneration. Their primary responsibility is to determine and implement the instructional program. The operation of educational businesses in their entirety (resources, finance, etc.), as well as the establishment and maintenance of good public relations, are products that will improve the teaching and learning environment. Curriculum and instructional supervision also refer to the supervisory practices of how principals check lesson plans and instructional materials, identify instructional problems and suggest solutions, offer instructional assistance, guide teachers and help them improve classroom management, and give direct praise for teachers' worthwhile accomplishments.

Human Relations:

Table 3

Level of School Principals' Supervisory Practices in terms of terms of Human Relations:

1.3 Human Relations:		MEAN	VI
As a school head, I…			
1.	do frequent and quality interactions between the principal and teaching staff.	3.50	HP
2.	open feedback and suggestions from teachers and staff members.	3.45	HP
3.	recognize and acknowledge staff achievements and contributions.	3.50	HP
4.	handle conflicts and interpersonal issues among staff members.	3.50	HP
5.	promote a positive and inclusive school culture.	3.45	HP
6.	support a collaborative and collegial atmosphere among staff.	3.60	HP
7.	communicate regularly with staff about school goals, changes, and initiatives.	3.70	HP
8.	empower the teachers in decision-making processes.	3.40	HP
9.	demonstrate empathy and understanding towards staff members' needs.	3.50	HP
10	am available and can easily be approached for staff concerns.	3.65	HP
	GENERAL ASSESSMENT	**3.53**	**HP**

Legend: 3.25 – 4.00 Highly Practiced   2.50 – 3.24 Practiced
     1.75 – 2.49 Less Practiced   1.00 – 1.74 Not Practiced

Table 3 shows the level of school principal's supervisory practices in terms of human relations. The table above reveals the level of school principal's supervisory practices in terms of human relations has a general composite assessment of **3.53** and is interpreted as **Highly Practiced.** The indicator "As a school head, I communicate regularly with staff about school goals, changes, and initiatives." has the highest mean of **3.70** and is interpreted as **Highly Practiced**. On the contrary, the indicator, " As a school head, I empower the teachers in decision-making processes." has the lowest mean of **3.40** and is interpreted as **Highly Practiced.**

The result implies that the respondents prioritize top-down communication and information dissemination while failing to actively include or empower teachers in decision-making processes. This could indicate a more hierarchical or centralized approach to leadership, in which choices are made at the top and transmitted down to employees rather than including them in the decision-making process. It also identifies a possible area for improvement in terms of encouraging collaboration and shared decision-making within the school community.

Personnel management, according to Ahammad (2017), refers to the functions that many employers now refer to as Human Resources. Human Resources functions for the organization's employees include recruiting, hiring, compensation and benefits, new employee orientation, training, and performance appraisal systems.Personnel management also entails developing and implementing policies and procedures to create an orderly, employee-friendly workplace. It is an older term that is becoming obsolete in modern business organizations. Personnel management is a term that is still used in various government agencies, primarily in the non-profit sector, to describe the function that deals with the employment of people within a business organization. When most people think of it, they think of the more transactional and administrative aspects of HR management functions; however, others use the term to refer to the entire range of HR responsibilities and services.

Similarly, the term personnel management conjures up images of employee unions, strict job classification systems, and established pay grades that leave line management with few management options. The main issue with the personnel management viewpoint is that it ignores the strategic components of the possible HRM role. It must include responsibility for training and organizational development. Personnel management, on the other hand, excludes these. Neither is the performance management system approach to developing employees and their careers.

Supervision Improvement Instruction

Table 4

Level of School Principals' Supervisory Practices in terms of terms of Supervision Improvement Instruction

1.4 Supervision Improvement Instruction:		MEAN	VI
As a school head, I…			
1.	implement differentiated supervision techniques based on teacher needs.	3.45	HP
2.	analyze student performance data to inform supervision strategies.	3.50	HP
3.	use of research-based instructional strategies in supervision.	3.70	HP
4.	collaborate goal setting and action planning with teachers.	3.45	HP
5.	provide resources and materials to support instructional improvement.	3.60	HP
6.	do feedback on lesson plans, curriculum design, and assessment strategies.	3.55	HP
7.	monitor and track the teachers' progress towards improvement goals.	3.50	HP
8.	use self-assessment and reflection as part of the improvement process.	3.35	HP
9.	integrate peer coaching and mentoring in instructional improvement.	3.35	HP
10	align the supervision improvement with professional standards and guidelines.	3.55	HP
	GENERAL ASSESSMENT	**3.50**	**HP**

Legend: 3.25 – 4.00 Highly Practiced   2.50 – 3.24 Practiced
1.75 – 2.49 Less Practiced   1.00 – 1.74 Not Practiced

Table 4 shows the level of school principal's supervisory practices in terms of supervision improvement instruction. The table above reveals that the level of school principal's supervisory practices in terms of supervision improvement instruction has a general composite assessment of **3.50** interpreted as **Highly Practiced.** The indicators "As a school head, I use self-assessment and reflection as part of the improvement process" and "As a school head, I integrate peer coaching and mentoring in instructional improvement." both got the lowest mean of **3.35** and were interpreted as **Highly Practiced.** Meanwhile, the indicator "As a school head, I use research-based instructional strategies in supervision." has the highest mean of **3.70** interpreted as **Highly Practiced.**

The result implies that the respondents' emphasis on highly practiced research-based instructional strategies in supervision may fail to recognize the value of self-assessment, reflection, peer coaching, and mentoring as tools for personal and instructional development. Emphasizing one strategy above others may impede the overall development and efficacy of the school's instructional leadership, potentially limiting prospects for ongoing growth and innovation in teaching methodologies. It emphasizes the significance of a balanced and diverse approach to professional development for educational leaders to cultivate well-rounded and adaptive leadership skills.

Furthermore, Paturusi and Achmad (2017) stated that the good managerial ability of school principals will create quality and competition. The principal requires (1) an understanding of the application of managerial functions; (2) the ability to maximize the school's social potential; (3) the strength of education and leadership; and (4) the symbolic strength of their professional position, (5) a value-oriented culture of quality and a strong work ethic. The principal's functions in school management are as follows: planning (planning), organizing (organizing), execution (actuating), and control (controlling) (Mulyono, 2008). Terry agreed that the management function is a process that consists of planning, organizing, directing, and controlling to determine and achieve goals through the use of human and other resources.

According to Ekpoh (2018), the school plant incorporates operational input resources in the school system. It consists of buildings, grounds, facilities, and equipment that are necessary for the implementation of educational programs as well as the achievement of school goals. Because school plants are expensive, proper maintenance is essential. School plant maintenance encompasses all activities undertaken to preserve the use value of school facilities. This is required because continuous use of buildings, grounds, and facilities causes wear and tear. Maintenance is thus required to ensure continuous use.Furthermore, several scholars viewed teacher development as an evolving learning process (Cárdenas, González, & Alvarez, 2020, as cited in González, 2007). Similarly, Richards and Farrell (2005) defined teacher professional development as long-term personal growth that assists teachers in defining and making sense of their teaching practice and of themselves as individuals. Furthermore, self-development and self-direction are essential for teacher development (Nunan & Lamb, 1996). As Hiemstra and Brockett (1991) confirmed, they are "individual characteristics that predispose one to take primary responsibility for personal learning and endeavors" (p. 29). Furthermore, Diaz-Maggioli, as cited in González (2005), stated that teacher development is "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students" (p. 310). Finally, Tomlinson (2003) defined teacher development as "a multidimensional awareness and the ability to apply this awareness to their actual teaching contexts."

Delegation

Table 5
Level of School Principals' Supervisory Practices in terms of terms of Delegation

1.5 Delegation:		MEAN	VI
As a school head, I…			
1.	delineate responsibilities between principal and other administrative roles.	3.40	HP
2.	delegate tasks based on staff members' strengths and expertise.	3.55	HP
3.	regularly review delegated tasks to ensure accountability and progress.	3.50	HP
4.	empower the staff by providing them with decision-making authority.	3.55	HP
5.	provide training and support to staff members taking on delegated roles.	3.70	HP
6.	do flexible adjustments on delegated tasks based on changing needs.	3.45	HP
7.	communicate expectations and outcomes related to delegated tasks.	3.70	HP
8.	use technology and digital tools to facilitate communication and coordination.	3.55	HP
9.	monitor resource allocation and budget management through delegation.	3.55	HP
10	regularly assess the impact of delegation on overall school operations.	3.40	HP
	GENERAL ASSESSMENT	**3.54**	**HP**

Legend: 3.25 – 4.00 Highly Practiced   2.50 – 3.24 Practiced
         1.75 – 2.49 Less Practiced   1.00 – 1.74 Not Practiced

Table 5 shows the level of the school principal's supervisory practices in terms of delegation. The table above reveals that the level of school principal's supervisory practices in terms of delegation has a general composite assessment of **3.54** which is interpreted as **Highly Practiced**. The indicators "As a school head, I clearly delineate responsibilities between principal and other administrative roles." and "As a school head, I regularly assess the impact of delegation on overall school operations." got the lowest mean of **3.40** which is interpreted as **Highly Practiced**. On the other hand, the indicator

"As a school head, I provide training and support to staff members taking on delegated roles." It has the highest mean of **3.70** which is interpreted as **Highly Practiced.**The result implies that the mismatch in practice between providing training and support for delegated duties, as well as a lack of clear responsibilities and infrequent assessments of the impact of delegation, may lead to inefficiencies and issues in school administration. This discrepancy may lead to misunderstandings, communication gaps, and a decrease in the overall efficacy of delegated activities within the school. Establishing a more comprehensive and consistent approach to delegation, including explicit role definition and ongoing assessment, is critical for improving school operations and establishing a coherent administrative structure.

According to Sudana (2018), the principal plays a critical role in the development of critical thinking in employees, particularly teachers. The principal's role has been going swimmingly all along. It is demonstrated by the provision of training opportunities for teachers that are useful in developing their skills as an asset when they provide suitable learning for the development of knowledge and technology in the business and industry worlds, as a learning that will be given to learners by their expertise.Similarly, Choudhary (2016) stated that "decision-making means a thought process of selecting a reasonable choice from the available options." When attempting to make a good decision, one must weigh the benefits and drawbacks of each option and consider all options. A person must be able to judge the outcome of each option to make an effective decision. It can be defined as the process of selecting among available options. It is a daily activity for all humans. There is no exception to this. Decision-making is both a habit and a process in some organizations. Organizations profit from effective and successful decisions, while unsuccessful ones lose money.

Problem No. 2: What is the level of school performance of elementary and secondary school principals in terms of their School-Based Performance?

Table 6
Level of School Performance of Elementary and Secondary School Principals in terms of their School-Based Performance

No.	SCHOOL	RATING	DESCRIPTION
1	SCHOOL A	0.63	Developing
2	SCHOOL B	0.73	Developing
3	SCHOOL C	0.84	Developing
4	SCHOOL D	0.17	Developing
5	SCHOOL E	0.59	Developing
6	SCHOOL F	0.59	Developing
7	SCHOOL G	1.16	Developing
8	SCHOOL H	0.23	Developing
9	SCHOOL I	0.23	Developing
10	SCHOOL J	0.95	Developing
11	SCHOOL K	1.04	Developing
12	SCHOOL L	0.85	Developing
13	SCHOOL M	1.31	Developing
14	SCHOOL O	1.76	Maturing
15	SCHOOL P	0.59	Developing
16	SCHOOL Q	2.7	Advanced
17	SCHOOL R	1.04	Developing
18	SCHOOL S	1.6	Maturing
19	SCHOOL T	0.17	Developing
20	SCHOOL U	2.4	Maturing
	OVERALL	**0.98**	**Developing**

Table 6 shows the level of school performance of Elementary and Secondary School Principals in terms of their School-Based Management performance. The data presented have been obtained from the Schools Division Office (SDO) of Cabuyao City, Monitoring and Evaluation Section**.** The table above reveals that the overall rating is **0.98** and is interpreted as a **Developing** level. Schools D and T have **0.17** respectively and are interpreted as the Developing level got the lowest rating in School-Based Management Performance on the other hand, School Q has **2.7** and is interpreted as **an**

Advanced level. This implies that most participating schools have not achieved their objective of landing in the highest bracket for SBM Performance. This also means that there is still room for improvement, encouragement, and innovation. This also suggests that the school heads can still do more sharing and give their best to achieve and increase the highest level in school-based management (SBM).Kadtong (2015), SBM is an organizational strategy for improving education by transferring significant decision-making authority from state and district offices to individual schools. SBM gives principals, teachers, students, and parents more control over the educational process by giving them responsibility for budget, personnel, and curriculum decisions. SBM can create more effective learning environments for children by involving teachers, parents, and other community members in these key decisions (World, 2007). The program's underlying principles are that the people who are directly involved and affected by school operations are the best people to plan, manage, and improve the school (Bernaldez, 2011). As a result, SBM is linked to public relations to increase stakeholder participation in school programs and projects.

The large number of development agencies promoting SBM as a key component of decentralization reforms, as well as the growing number of countries that have adopted aspects of this approach, attest to its popularity. SBM reforms in Australia began in the 1970s. Since then, countries from all over the world have experimented with or introduced SBM, including Hong Kong (China), Indonesia, El Salvador, Nicaragua, Kenya, Kyrgyzstan, Nepal, Paraguay, and Mexico.Nonetheless, the impact of SBM on education quality, including student outcomes, remains a contentious issue, with some researchers arguing that SBM improves educational outcomes while others argue that SBM degrades educational quality, particularly in the poorest schools.8 The variety of SBM approaches and the contexts in which they are used complicates the debate over SBM quality. The diversity of approaches to and elements of decentralization that collectively constitute "SBM," as well as the institutional and socio-cultural contexts in which they are implemented, complicate the evaluation of SBM (Khatrri, 2010).

According to Martin (2019), School-Based Management (SBM) is a DepEd thrust that decentralizes decision-making from the Central Office and field offices to individual schools for them to better respond to their specific educational needs. This is based on DepEd Order #83, series of 2012. The SBM grant is one method of empowering schools. As a result, the Philippine educational system is constantly evolving, embracing new trends in educational policies and practices to ensure that the system's output can adapt and respond to the needs of changing times, eventually improving good leadership and school governance, and contributing to the educational system's progress. Principals or school heads provided valuable insights into their daily practices that foster a supportive environment for high-level school governance. These practices are classified as developing personnel and facilitating leadership, empowering teams or responsible delegation, recognizing accountability, communicating and rapport, facilitating instruction, and managing change (Crum & Sherman, 2008).

As a result, according to Martin (2019), William (2012) stated in his study that simply switching from one management style to another does not guarantee a hallmark. Recognitions in many education systems have revealed that SBM has the potential to improve educational quality. Furthermore, the SBM's positive outcomes as a form of decentralization make it superior to centralization. Schools will use SBM to create a management system to ensure the quality of teaching and learning. Furthermore, most SBM programs attempt to empower principals and teachers by "strengthening their professional motivation, thereby enhancing their sense of ownership of the school" (Barrera-Osorio et al., 2009). Indeed, under SBM, the principal's role as the primary decision-maker is dramatically altered to include principals, teachers, parents, and other school members in responsibility and decision-making. As a result, School-Based Management develops leadership skills by empowering competent individuals in schools to make decisions that improve learning. It will also increase the school leader's accountability to school members, students, and parents because there will be fewer orders from above.

Problem No. 3: What is the extent of leadership skills of elementary and secondary school principals in the Division of Cabuyao City in terms of

Table 7
Level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Communication

3.1 Communication		MEAN	VI
As a school head, I…			
1.	clearly articulate the school's vision, goals, and expectations to staff, students, and parents.	3.35	HE
2.	listen actively and empathetically to the concerns and suggestions of teachers, students, and parents.	3.55	HE
3.	demonstrate effective verbal and written communication in various settings, such as meetings, presentations, and written correspondence.	3.50	HE
4.	use appropriate communication styles for different audiences and situations.	3.55	HE
5.	encourage open and transparent communication among staff members, promoting a positive and collaborative environment.	3.50	HE
6.	provide constructive feedback to teachers and staff to help them improve their performance.	3.55	HE
7.	handle difficult conversations and conflicts with professionalism, sensitivity, and resolution-oriented communication.	3.45	HE
8.	utilize various communication channels, including digital platforms and social media, to engage with the school community.	3.50	HE
9.	effectively communicate changes in policies, procedures, and initiatives to ensure understanding and compliance.	3.55	HE
10	demonstrate active engagement in parent-teacher conferences and other events that involve direct communication with parents.	3.65	HE
	GENERAL ASSESSMENT	**3.52**	**HE**

Legend: 3.25 – 4.00 Highly Evident   2.50 – 3.24 Evident
         1.75 – 2.49 Less Evident   1.00 – 1.74 Not Evident

Table 7 shows the level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Communication. It exemplifies the level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Communication and has a general composite assessment mean of **3.52** which is interpreted as **Highly Evident.** The indicator "As a school head, I demonstrate active engagement in parent-teacher conferences and other events that involve direct communication with parents." has the highest mean of **3.65** which is interpreted as **Highly Evident.** On the contrary, the indicator "As a school head, I clearly articulate the school's vision, goals, and expectations to staff, students, and parents." has the lowest mean of **3.35** which is interpreted as **Highly Evident.**

The result implies that the respondents' emphasis on active engagement in parent-teacher conferences may foster a positive and supportive atmosphere for parents, but the least practiced aspect of clearly articulating the school's vision, goals, and expectations may result in a lack of cohesive understanding among staff, students, and parents regarding the overarching direction and purpose of the school. This potential disconnect could hinder effective collaboration and hinder the achievement of common objectives within the school community. According to Chidi and Victor (2017), instructional supervision allows supervisees to update their skills and knowledge to adapt to new ways of delivering instruction. It also serves as a means of communication between the principal (supervisor) and the teacher (supervisee). During instructional supervision, the supervisor must involve subject matter experts.

This is due to the school principal's limited knowledge of the content and methodologies of teaching science subjects as a graduate of the Faculty of Arts Heads of departments or subject specialists must be involved in providing professional assistance to supervisees.There are a variety of instructional supervision techniques. Among the various supervision techniques listed by Iloh, Nwaham, Igbinedion, and Ogogor (2016) are classroom visitation/observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision, and micro-teaching. This is consistent with Ani (2007), who listed the following supervision techniques: classroom visitation, micro-teaching, research approach, workshop, demonstration technique, and tape recording. The following supervisory techniques were used in this study by the aforementioned scholars: classroom visitation/observation, workshop, and demonstration.

Furthermore, Onyeike (2018) stated that the principal, as the chief executive of schools, has numerous tasks to complete to successfully administer the school system. The functions and roles of the school principal are described by several authors. According to Amadeker (2005), as cited by Onyeike (2018), the school principal's functions and roles include "head teacher, principal, leader of the school, school father adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist, and philosopher." In a similar vein, Ezeocha (2000), as cited by Onyeike (2018), emphasized the principal's responsibilities for instructional supervision, curriculum development, aid evaluation, school community relations, and management of school finance, staff, and student personnel administration.

Table 8

Level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Critical Thinking

3.2 Critical Thinking		MEAN	VI
As a school head, I…			
1.	analyze complex educational issues and trends to inform strategic planning and decision-making.	3.65	HE
2.	evaluate multiple perspectives before making decisions related to curriculum, teaching methodologies, and student support.	3.50	HE
3.	identify strengths and weaknesses in school programs and processes, proposing innovative improvement solutions.	3.55	HE
4.	encourage teachers and staff to think critically by posing thought-provoking questions and fostering intellectual curiosity.	3.45	HE
5.	synthesize data and research findings to identify areas for academic and organizational growth.	3.60	HE
6.	anticipate potential challenges and devise contingency plans to address them effectively.	3.70	HE
7.	make connections between different subjects, concepts, and experiences to enhance interdisciplinary learning opportunities.	3.55	HE
8.	promote a culture of inquiry and problem-solving among students, encouraging them to explore beyond the surface level.	3.70	HE
9.	adapt strategies and approaches based on changing circumstances and emerging educational trends.	3.40	HE
10.	lead discussions and brainstorming sessions that stimulate creative and analytical thinking among staff members.	3.65	HE
	GENERAL ASSESSMENT	**3.58**	**HE**

Legend: 3.25 – 4.00 Highly Evident   2.50 – 3.24 Evident
      1.75 – 2.49 Less Evident   1.00 – 1.74 Not Evident

Table 8 shows the level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Critical Thinking. It exemplifies the level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Critical

Thinking and has a general composite assessment mean of **3.58** which is interpreted as **Highly Evident.** The indicator "As a school head, I anticipate potential challenges and devise contingency plans to address them effectively." "As a school head, I promote a culture of inquiry and problem-solving among students, encouraging them to explore beyond the surface level." got the highest mean of **3.70** respectively, and were interpreted as **Highly Evident.** Meanwhile, the indicator "As a school head, adapt strategies and approaches based on changing circumstances and emerging educational trends." It has the lowest mean which is **3.40** and is interpreted as **Highly Evident.**

The result implies that their leadership abilities are characterized by proactive anticipation of potential challenges and the development of effective contingency plans to address them. Furthermore, the development of a culture of inquiry and problem-solving among students, which encourages exploration beyond surface-level understanding, demonstrates their dedication to creating a dynamic learning environment. However, it is less clear that these school principals consistently adapt strategies and approaches to changing circumstances and emerging educational trends. While they excel at strategic planning and fostering an inquiry culture, they could be more responsive to the changing educational landscape.

Bernard and Goodyear (2000), as cited by Onyeike (2018), the principal is a standard setter, one who leads in the development of an aspiration and expectation for both teachers and students to do good work. He helps teachers with problems such as improving methods, materials, and evaluation, and thus provides a good measure of quality control. Teachers' ability to analyze and interpret data can be improved with the assistance of principals. To effectively perform his duties as an administrator, the principal must possess certain administrative skills. Several studies have been conducted on principals' administrative roles.

According to Bennel (2004), as cited by Onyeike (2018), within the secondary school system, the principal is the chief executive of the school, as well as the school administrator, instructional leader, and personnel manager for both pupils (students) and staff personnel. The principal is also in charge of finance and physical facilities. The principal is expected to maintain positive relationships with the local community and to maintain constant contact with the Ministry of Education in the area where the school is located. In the school system, administrative task areas are classified into several categories. Pupil personnel, staff personnel, instruction, and educational module improvement, school account and business administration, school plant, and other general tasks are included (Ogbonna, 2005, as cited in Onyeike, 2018). Several other people also made contributions, which are listed below: Lipham and Hoeh (1990) defined five school organization functions: (1) staff faculty organization; (2) student-faculty organization; (3) finance and physical assets; and (3) school group relationship administration.

According to Ehiametalor (2005), as cited by Ogogor et al. (2018), educational administrators are concerned with four issues and functions, which include personnel procurement, training, maintenance, development evaluation, and remuneration. Their primary responsibility is to determine and implement the instructional program. The operation of educational businesses in their entirety (resources, finance, etc.), as well as the establishment and maintenance of good public relations, are products that will improve the teaching and learning environment.

Table 9
Level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Decision-Making

3.3 Decision-Making:		**MEAN**	**VI**
As a school head, I…			
1.	make well-informed decisions based on a thorough analysis of available data, input from stakeholders, and consideration of long-term impacts.	3.55	HE
2.	balance short-term needs with long-term goals when making choices about	3.60	HE

	resource allocation and budgeting.		
3.	demonstrate the ability to make timely decisions, especially in situations requiring immediate attention or response.	3.60	HE
4.	involve relevant stakeholders, such as teachers, parents, and students, in the decision-making process when appropriate.	3.60	HE
5.	consider ethical and moral implications when making decisions that affect the school community.	3.60	HE
6.	take calculated risks while considering potential benefits and drawbacks, promoting a culture of innovation.	3.55	HE
7.	demonstrate consistency and fairness in decision-making, avoiding favoritism or bias.	3.50	HE
8.	evaluate the feasibility and sustainability of proposed initiatives before committing resources.	3.45	HE
9.	reflect on past decisions to learn from successes and challenges, refining the decision-making process over time.	3.40	HE
10.	communicate decisions clearly and transparently, providing rationale and expected outcomes to relevant parties.	3.40	HE
	GENERAL ASSESSMENT	**3.53**	**HE**

Legend: 3.25 – 4.00 Highly Evident   2.50 – 3.24 Evident
            1.75 – 2.49 Less Evident   1.00 – 1.74 Not Evident

Table 9 shows the level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Decision-Making. The level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Decision-Making has a general assessment mean of **3.53** which is interpreted as **Highly Evident.** The indicators "As a school head, I balance short-term needs with long-term goals when making choices about resource allocation and budgeting." and "As a school head, I demonstrate the ability to make timely decisions, especially in situations requiring immediate attention or response." and " As a school head, I involve relevant stakeholders, such as teachers, parents, and students, in the decision- making process when appropriate." got the highest mean of **3.60** which interpreted as **Highly Evident.**

On the contrary, the indicator "As a school head, I reflect on past decisions to learn from successes and challenges, refining the decision-making process over time." and "As a school head, I communicate decisions clearly and transparently, providing rationale and expected outcomes to relevant parties." has the least mean of **3.40** which interpreted **Highly Evident.** The result implies that the respondents place a high priority on balancing short-term requirements with long-term goals, making prompt decisions in urgent situations, and including important stakeholders in decision-making. These features are obvious in the statements. However, the results about reflecting on past decisions to learn from triumphs and problems, as well as presenting decisions clearly and transparently with rationale and intended outcomes, are the least obvious. This implies that there may be limited information or proof about the school principal's reflective practices and open communication in the current situation. The school principal's ability to balance short-term and long-term factors, make timely choices, and involve stakeholders is strongly highlighted.

Teachers' job performance, according to Uko, Umosen, and Caleb (2015), refers to the extent to which teachers are committed to pedagogical delivery and demonstrate moral uprightness and academic excellence in the teaching profession. Teachers' job performance is concerned with their overall ability to demonstrate the right attitude toward work, to be committed and dedicated to their teaching roles, and to make deliberate efforts toward the achievement of educational goals and objectives. The indicator of a teacher's job performance is his or her ability to make a concerted effort to improve students' academic performance, possession, and display of in-depth knowledge of his or her subject matter, well-organized lesson presentation, effective classroom organization and control, participation in school curricular activities, regularity and punctuality in school, and maintenance of good

interpersonal relationships with subordinates. Personnel management also entails developing and implementing policies and procedures to create an orderly, employee-friendly workplace. It is an older term that is becoming obsolete in modern business organizations. Personnel management is a term that is still used in various government agencies, primarily in the non-profit sector, to describe the function that deals with the employment of people within a business organization. When most people think of it, they think of the more transactional and administrative aspects of HR management functions; however, others use the term to refer to the entire range of HR responsibilities and services. Similarly, the term personnel management conjures up images of employee unions, strict job classification systems, and established pay grades that leave line management with few management options. The main issue with the personnel management viewpoint is that it ignores the strategic components of the possible HRM role. It must include responsibility for training and organizational development. Personnel management, on the other hand, excludes these. Neither is the performance management system approach to developing employees and their careers.Planning, Assessing, and Reporting Teaching Learning Outcomes refers to how school leaders use DepEd policies in making supervisory decisions, consulting the district supervisor in planning, involving the teaching force in planning, and prioritizing teaching-learning outcomes.

Furthermore, Paturusi & Achmad (2018) stated that good managerial ability of school principals will create quality and competition. The principal requires (1) an understanding of the application of managerial functions; (2) the ability to maximize the school's social potential; (3) the strength of education and leadership; and (4) the symbolic strength of their professional position, (5) a value-oriented culture of quality and a strong work ethic. The principal's functions in school management are as follows: planning (planning), organizing (organizing), execution (actuating), and control (controlling) (Mulyono, 2008). Terry agreed that the management function is a process that consists of planning, organizing, directing, and controlling to determine and achieve goals through the use of human and other resources. School Plant, Resources, and Facilities Management refers to how the school principal maintains and improves the school site, housing operation, upkeep, and extension of the existing plant to promote efficient instruction and meet space and safety requirements.In addition, Ekpoh (2018), the school plant incorporates operational input resources in the school system. It consists of buildings, grounds, facilities, and equipment that are necessary for the implementation of educational programs as well as the achievement of school goals. Because school plants are expensive, proper maintenance is essential. School plant maintenance encompasses all activities undertaken to preserve the use value of school facilities. This is required because continuous use of buildings, grounds, and facilities causes wear and tear. Maintenance is thus required to ensure continuous use. Personal, Social, and Professional Development is defined as the supervisory skill of how the principal conducts teachers' meetings and conferences, provides opportunities for all teachers to attend seminars and training, promotes the development of the teachers' personalities, and follows up on the application of things learned during seminar workshops and conferences.

Furthermore, several scholars viewed teacher development as an evolving learning process (Cárdenas, González, & Alvarez, 2020, as cited in González, 2007). Similarly, Richards and Farrell (2005) defined teacher professional development as long-term personal growth that assists teachers in defining and making sense of their teaching practice and of themselves as individuals. Furthermore, self-development and self-direction are essential for teacher development (Nunan & Lamb, 1996). As Hiemstra and Brockett (1991) confirmed, they are "individual characteristics that predispose one to take primary responsibility for personal learning and endeavors" (p. 29). Furthermore, Diaz-Maggioli, as cited in González (2005), stated that teacher development is "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students" (p. 310). Finally, Tomlinson (2003) defined teacher development as "a multidimensional awareness and the ability to apply this awareness to their actual teaching contexts."

Table 10
Level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Delegation of Leadership Skills

3.4 Delegation of Leadership Skills:		MEAN	VI
As a school head, I…			
1.	empower teachers and staff by assigning them responsibilities that align with their strengths and expertise.	3.60	HE
2.	recognize the importance of shared leadership and involve others in decision-making and problem-solving.	3.60	HE
3.	provide clear guidelines and expectations when delegating tasks, ensuring a shared understanding of objectives.	3.65	HE
4.	monitor progress and offer support while allowing individuals the autonomy to complete their delegated tasks.	3.60	HE
5.	delegate tasks strategically to build the capacity of team members and facilitate professional growth.	3.50	HE
6.	ensure equitable distribution of responsibilities, considering workloads and strengths of individuals.	3.90	HE
7.	delegate authority appropriately, granting decision-making power to those best equipped to handle specific issues.	3.30	HE
8.	offer constructive feedback and guidance when delegating leadership tasks, fostering a culture of continuous improvement.	3.30	HE
9.	evaluate the outcomes of delegated tasks, celebrate successes, and address any challenges that arise.	3.50	HE
10	encourage collaborative problem-solving by fostering a sense of shared responsibility and ownership among staff members.	3.45	HE
	GENERAL ASSESSMENT	**3.56**	**HE**

Legend: 3.25 – 4.00 Highly Evident   2.50 – 3.24 Evident
     1.75 – 2.49 Less Evident   1.00 – 1.74 Not Evident

Table 10 shows the level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Delegation of Leadership Skills. The level of Leadership skills of Elementary and Secondary School Principals in the Division of Cabuyao City in terms of Delegation of Leadership Skills has a general assessment mean of **3.56** which is interpreted as **Highly Evident.** The indicator "As a school head, I ensure equitable distribution of responsibilities, considering workloads and strengths of individuals." has the highest mean of **3.90** which is interpreted as **Highly Evident.** Meanwhile, the indicators "As a school head, I delegate authority appropriately, granting decision-making power to those best equipped to handle specific issues." and "As a school head, I offer constructive feedback and guidance when delegating leadership tasks, fostering a culture of continuous improvement." got the least mean of **3.30** which interpreted as **Highly Evident.**The result implies that the respondents are highly focused on ensuring equitable distribution of responsibilities based on workloads and individual strengths, the statements about delegating authority appropriately, granting decision-making power, offering constructive feedback, and fostering a culture of continuous improvement are less evident or not as strongly emphasized.

In other words, the school head appears to prioritize fairness in workload distribution but may not place as much emphasis on the specific aspects of effective delegation, decision-making empowerment, and cultivating a culture of continuous improvement. It suggests that there may be room for improvement in these areas or that these aspects are not highlighted as prominently in the school head's approach to leadership.School, Community Linkages, and Public Relations refer to how school administrators access and link to the community in pursuit of their goal of improving the teaching-learning situation. According to Palmieri &Palma (2017), the topic of the school's relationship with the community, particularly with the students' families, emerged as a key issue at the

first research meeting. To investigate this topic in depth, the research team decided to approach it through a broader theme that the participants identified as critical. More specifically, the profound transformation taking place in contemporary society has significant implications for schools: Teachers are being forced to rethink and redefine their duties, strategies, and identity in light of the changes being experienced by students, families, and communities. The school-parent relationship is thus linked to the larger social context in which the school operates. According to Manafa (2018), communication is one of the most important aspects of human existence and is critical in any organization (including schools) for achieving its goals and objectives. Communication aids in the effective management of any organization by improving mutual understanding between management and subordinates. Effective communication increases staff involvement and commitment in the organization, resulting in a better outcome.

Table 11
Test of Significant Correlation between the Extent of School Principals' Supervisory Practices and Level of School Performance of the Elementary and Secondary School Principals

Supervisory Practices	School-Based Performance	r-value	p-value	Remarks	Decision
Classroom Visitations		0.112	0.637	Not Significant	Accept Ho
Staff Development		-0.236	0.316	Not Significant	Accept Ho
Human Relations	School-Based Performance	-0.324	0.164	Not Significant	Accept Ho
Supervision Improvement Instruction		0.285	0.223	Not Significant	Accept Ho
Delegation		-0.251	0.286	Not Significant	Accept Ho

Table 11 shows the test of significant correlation between the extent of school principals' supervisory practices and the level of school performance of the elementary and secondary school principals.

There is no significant relationship between the extent of school principals' supervisory practices and the level of school performance of the elementary and secondary school principals. The probability values of **0.637, 0.316, 0.164, 0.223, and 0.286** are greater than the level of significance which is 05.This implies that the performance of the school's supervisory practices has no impact on the school's performance in general. According to Sudana (2018), the principal plays a critical role in the development of critical thinking in employees, particularly teachers. The principal's role has been going swimmingly all along. It is demonstrated by the provision of training opportunities for teachers that are useful in developing their skills as an asset when they provide suitable learning for the development of knowledge and technology in the business and industry worlds, as a learning that will be given to learners by their expertise.

Similarly, Choudhary (2016) stated that "decision-making means a thought process of selecting a reasonable choice from the available options." When attempting to make a good decision, one must weigh the benefits and drawbacks of each option and consider all options. A person must be able to judge the outcome of each option to make an effective decision. It can be defined as the process of selecting among available options. It is a daily activity for all humans. There is no exception to this. Decision-making is both a habit and a process in some organizations. Organizations profit from effective and successful decisions, while unsuccessful ones lose money.

Table 12
Significant Correlation between the Extent of School Principals' Supervisory Practices and Extent Leadership skills of Elementary and Secondary School Principals

Supervisory Practices	Leadership skills	r-value	p-value	Remarks	Decision
Classroom Visitations	Communication	-0.191	0.42	Not Significant	Accept Ho
	Critical Thinking	-0.189	0.425	Not Significant	Accept Ho
	Decision-Making	-0.296	0.205	Not Significant	Accept Ho
	Delegation of Leadership Skills	0.05	0.833	Not Significant	Accept Ho
Staff Development	Communication	0.08	0.739	Not Significant	Accept Ho
	Critical Thinking	0.162	0.495	Not Significant	Accept Ho
	Decision-Making	0.838	0.049	Significant	Reject Ho
	Delegation of Leadership Skills	0.134	0.573	Not Significant	Accept Ho
Human Relations	Communication	-0.156	0.512	Not Significant	Accept Ho
	Critical Thinking	0.016	0.948	Not Significant	Accept Ho
	Decision-Making	-0.279	0.234	Not Significant	Accept Ho
	Delegation of Leadership Skills	-0.145	0.542	Not Significant	Accept Ho
Supervision Improvement Instruction	Communication	0.208	0.379	Not Significant	Accept Ho
	Critical Thinking	-0.054	0.821	Not Significant	Accept Ho
	Decision-Making	1	0	Significant	Reject Ho
	Delegation of Leadership Skills	0.208	0.379	Not Significant	Accept Ho
Delegation	Communication	-0.216	0.36	Not Significant	Accept Ho
	Critical Thinking	-0.086	0.72	Not Significant	Accept Ho
	Decision-Making	0.11	0.646	Not Significant	Accept Ho
	Delegation of Leadership Skills	-0.108	0.651	Not Significant	Accept Ho

Table 12 shows the test of significant correlation between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals.

There is a significant relationship between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals in terms of staff development and decision-making with a probability value of **0.049**; Supervision Improvement Instruction and decision-making with **0.000** which is all less than the level of significance at 0.05. Therefore, these sub-variables reject the hypothesis.On the contrary, there is no significant relationship in terms of the remaining sub-variables between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals The probability values are greater than the level of significance which is as .05.

Furthermore, Organization and Personnel Management refers to the administrative practices of how the school principal delegates some responsibilities, maintains good discipline, trains teachers to handle auxiliary services, provides opportunities for growth development, and understanding in the organization, recognizes teachers' talent, and potential, adhered to transparency in school policy, and solved school problems objectively and critically.

Table 13
Significant Correlation between Level of School Performance of the Elementary and Secondary School Principals and Extent Leadership skills

School-Based Performance	Leadership skills	r-value	p-value	Remarks	Decision
School-Based Performance	Communication	0.212	0.370	Not Significant	Accept Ho
	Critical Thinking	-0.393	0.086	Not Significant	Accept Ho
	Decision-Making	-0.121	0.611	Not Significant	Accept Ho
	Delegation of Leadership Skills	0.988	0.004	Significant	Reject Ho

Table 13 shows the test of significant correlation level of school performance and the extent of leadership skills of the elementary and secondary school principals. **There is a significant relationship** between the level of school performance and the extent of leadership skills in terms of school-based performance and Delegation of Leadership Skills with a probability value of **0.004** which is all less than the level of significance at 0.05. Therefore, these sub-variables reject the hypothesis.

On the contrary, **there is no significant relationship** between the level of school performance and the extent of leadership skills of the elementary and secondary school principals in terms of communication, critical thinking, and decision-making. The probability values of **0.370, 0.086**, and **0.611** are greater than the level of significance which is 05 accepting the null hypothesis.Personnel management, according to Ahammad (2017), refers to the functions that many employers now refer to as Human Resources. Human Resources functions for the organization's employees include recruiting, hiring, compensation and benefits, new employee orientation, training, and performance appraisal systems.

VII.   SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
This chapter presents the summary findings, conclusions, and recommendations based on the data gathered and presented.

Summary of Findings

Based on the data gathered and after careful and thorough analysis of the investigation, the following are the findings in summarized form.
1. Extent of school principals' supervisory practices in terms of:
➢ In terms of classroom visitations, the general composite mean is **3.48** and is interpreted as **Highly Practiced.**
➢ In terms of staff development, the general composite mean is **3.55** and interpreted as **Highly Practice.**
➢ In terms of human relations, the general composite mean is **3.53** and is interpreted as **Highly Practiced.**
➢ In terms of supervision improvement instruction, the general composite mean is **3.50** and interpreted as **Highly Practiced.**
➢ In terms of delegation the general composite mean is **3.54** and interpreted as **Highly Practice.**

2. Level of school performance of elementary and secondary school principals based on their School-Based Performance

The overall rating is **0.98** and is interpreted as a **Developing** level. Schools D and T have **0.17** respectively and are interpreted as the Developing level got the lowest rating in School-Based Management Performance on the other hand, School Q has **2.7** and is interpreted as **an Advanced** level.

3. Extent of leadership skills of elementary and secondary school principals:
➢ In terms of communication, the general composite mean is **3.52** and is interpreted as **Highly Evident**
➢ In terms of critical thinking, the general composite mean is **3.58** and interpreted as **Highly Evident**
➢ In terms of decision-making, the general composite mean is 3.53 and is interpreted as **Highly Evident**
➢ In terms of delegation of leadership skills, the general composite is **3.56** and interpreted as **Highly Evident**

4. Significant correlation between the extent of school principals' supervisory practices and the level of school performance of the elementary and secondary school principalsThere is no significant relationship between the extent of school principals' supervisory practices and the level of school performance of the elementary and secondary school principals. The probability values of **0.637, 0.316, 0.164, 0.223, and 0.286** are greater than the level of significance which is 05.

5. Significant correlation between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals

In terms of staff development and decision-making, **there is a significant relationship** between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals with a probability value of **0.049**; Supervision Improvement Instruction and decision-making with **0.000** which is all less than the level of significance at 0.05. Therefore, these sub-variables are rejecting the null hypothesis.On the contrary, in terms of the remaining sub-variables**, there is no significant relationship** between the extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals The probability values are greater than the level of significance which is as .05 accepting the null hypothesis.

6. Significant correlation between level of school performance and extent of leadership skills
In terms of school-based performance and Delegation of Leadership Skills, **there is a significant relationship** between the level of school performance and the extent of leadership skills with a probability value of **0.004** which is all less than the level of significance at 0.05. Therefore, these sub-variables are rejecting the null hypothesis.

On the contrary, in terms of communication, critical thinking, and decision-making, **there is no significant relationship** between the level of school performance and the extent of leadership skills of the elementary and secondary school principals. The probability values of **0.370, 0.086**, and **0.611** are greater than the level of significance which is 05 accepting the null hypothesis.

7. Proposed Enhancement Plan
Based on the findings of the study, the proposed enrichment plan to enhance the leadership skills of school principals in the City Schools Division of Cabuyao focuses on four key areas: communication, critical thinking, decision-making, and delegation of leadership skills. The plan is structured to address the specific needs and challenges identified in these areas, fostering a comprehensive

development of leadership capabilities.
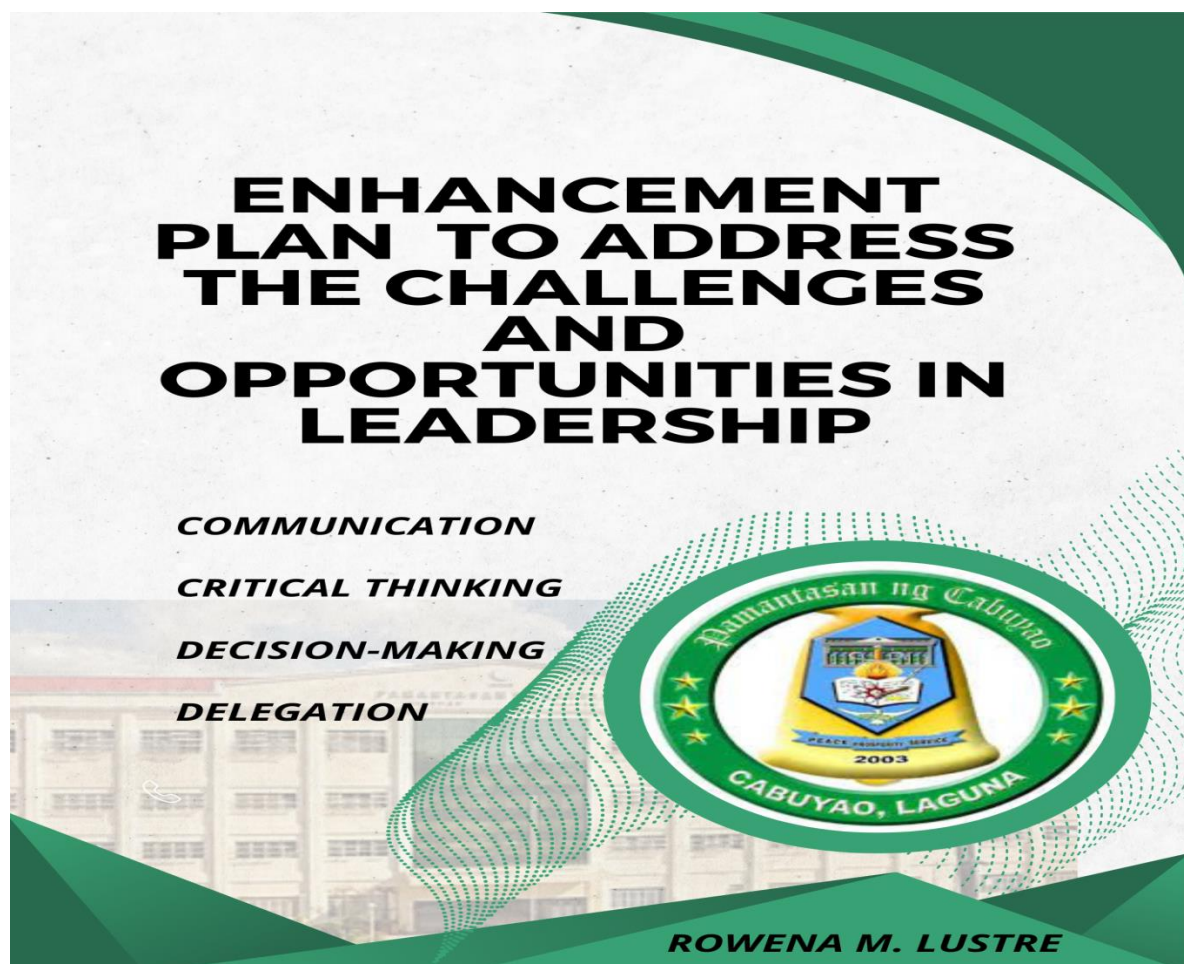
RATIONALE

Effective educational leadership requires a diverse set of skills, including communication, critical thinking, decision-making, and Delegation of leadership. Each of these skills is essential for creating a positive and productive school environment. The development of effective leadership skills among school principals is critical for the success and growth of educational institutions. The results of the study conducted in the City Schools Division of Cabuyao underscore the need for a targeted enrichment plan that addresses specific challenges and opportunities in leadership. The proposed plan focuses on four key areas: communication, critical thinking, decision-making, and delegation of leadership skills. The rationale for this plan is grounded in the identified gaps and the broader context of educational leadership.

1. Communication: Effective communication is the cornerstone of successful leadership within educational settings. Principals must convey a clear vision, goals, and expectations to various stakeholders, including staff, students, and parents. The high mean score in communication indicates an existing strength, but continuous improvement is essential to foster a collaborative and supportive school environment.Enhancing communication skills will create a more transparent and engaging leadership approach. Improved communication will strengthen relationships within the school community, leading to better collaboration and understanding.

2. Critical Thinking: The study reveals variations in critical thinking skills among school principals.

Strengthening critical thinking is crucial for principals to navigate complex challenges, anticipate potential issues, and devise effective strategies for continuous improvement.Developing critical thinking skills will empower principals to approach problems innovatively, fostering a culture of inquiry and problem-solving among both staff and students. This will contribute to a more dynamic and responsive educational environment.

3. Decision Making: Decision-making is a pivotal aspect of leadership, and the study indicates slight variations in this skill. Training in decision-making frameworks and data-driven approaches will equip principals with the tools needed to make informed, timely, and strategic decisions.Improved decision-making skills will lead to more effective resource allocation, better crisis management, and a positive impact on overall school performance. Principals will be better prepared to balance short-term needs with long-term goals.

4. Delegation of Leadership Skills: Delegation is a fundamental leadership skill that contributes to effective school management. The study indicates a strong emphasis on delegation, but targeted training will ensure that principals can delegate tasks appropriately and foster a culture of continuous improvement.Enhanced delegation skills will distribute responsibilities effectively, allowing principals to focus on strategic initiatives. This will also provide staff with growth opportunities, contributing to a more engaged and motivated school community.

VIII.   OBJECTIVES OF THE ENHANCEMENT PLAN

In the development of the enhancement plan, a set of clear objectives has been delineated to augment leaders' proficiency in key skill areas crucial for effective educational leadership. The first focal point is Communication Proficiency, where the overarching objective is to enhance leaders' capacity to foster empowerment and collaboration through improved communication skills. Sub-objectives include the development of clear and concise communication strategies, the strengthening of interpersonal skills for building meaningful relationships with stakeholders, improvement in nonverbal communication and active listening capabilities, encouragement of two-way communication to facilitate a transparent exchange of information and ensuring the effective transmission of the school's vision and goals.

Moving on to Critical Thinking Development, the objective is to equip leaders with a critical mindset to systematically approach challenges and problems. Sub-objectives involve fostering the ability to conduct thorough analyses of issues, encouraging consideration of multiple perspectives in decision-making, emphasizing reliance on accurate, verifiable information and sources, and developing the skill of making informed decisions that benefit the educational institution.The third pillar, Decision-Making Excellence, aims to cultivate leaders who make fair, consistent, predictive, and accountable decisions. Sub-objectives stress the importance of providing timely and practical feedback, encourage leaders to propose solutions that create an optimal learning environment, ensure the alignment of decisions with advancing educational goals and visions, and foster a culture of accountability through effective decision-making.Lastly, Leadership Abilities Enhancement seeks to instill leaders with qualities such as goal orientation, collaboration, initiative, consistency, and accountability. Sub-objectives involve developing a goal-oriented approach to leadership, fostering collaboration among leaders and stakeholders, encouraging initiative in addressing challenges and seizing opportunities, promoting consistency in leadership actions and decisions, and cultivating a sense of duty and accountability among all stakeholders.By concentrating on these objectives, the enhancement plan aspires to shape leaders who not only possess strong communication, critical thinking, and decision-making skills but also embody the essential qualities of effective educational leadership.

THIS LEADERSHIP SKILLS ENHANCEMENT PLAN AIMS TO:

1.   Enhance leaders' capacity to foster empowerment and collaboration through improved communication skills.

2. Equip leaders with a critical mindset to systematically approach challenges and problems.
3. Cultivate leaders who make fair, consistent, predictive, and accountable decisions.
4. Instill leaders with qualities such as goal orientation, collaboration, initiative, consistency, and accountability.

REFLECTION : The enhancement plan focuses on developing a comprehensive leadership approach that includes communication, critical thinking, decision-making, and leadership skills. The emphasis is on developing leaders who can effectively communicate the school's vision, apply critical thinking to solve problems, make informed decisions to advance educational objectives, and demonstrate leadership qualities that inspire collaboration and initiative among all stakeholders. This comprehensive approach ensures that leaders are well-equipped to lead the school to success, reflecting their leadership abilities in every achievement and fostering a positive and productive learning environment.

ENHANCEMENT PLAN FOR IMPROVING COMMUNICATION SKILLS OF SCHOOL PRINCIPALS

Key Result Indicator	Objectives	Strategies Activities	Time Frame	Persons Involved	Resources Needed	Expected Output
Enhanced clarity in articulating the school's vision, goals, and expectations to all stakeholders.	1. To improve the effectiveness of communication between school principals and the school community (staff, students, and parents). 2. To ensure that the school's vision, goals, and expectations are clearly understood and embraced by all stakeholders.	1. Conduct workshops and training sessions focused on effective communication strategies. 2. Implement a regular communication channel (e.g., newsletters, emails, social media posts) that updates stakeholders on school matters. 3. Organize quarterly meetings for principals to share best practices and challenges in communicating the school's vision and goals. 4. Develop a communication guide or template for principals to use when conveying the school's vision and goals.	Workshops and training: Biannual (June and December). Regular communication updates: Monthly. Quarterly meetings: Every three months. Development of communication guide: Completed within the first six months.	School Principals. Teachers and Administrative Staff. Education Program Supervisors. Communication Experts/Trainers. Parent-Teacher Association Representatives.	Training materials and resources. Venues for workshops and meetings. Funds for professional development programs. Technology resources for effective communication (software, email platforms, etc.).	Improved proficiency in communicating the school's vision, goals, and expectations. Increased stakeholder engagement and understanding of the school's objectives. Enhanced collaborative atmosphere within the school community. Documentation of improved communication strategies and practices.

ENHANCEMENT PLAN FOR FOSTERING CRITICAL THINKING SKILLS

Key Result Indicator	Objectives	Strategies Activities	Time Frame	Persons Involved	Resources Needed	Expected Output
Enhanced critical thinking skills among school principals, particularly in adapting strategies to changing circumstances and promoting a culture of inquiry and problem-solving.	1. To further strengthen critical thinking skills in anticipating challenges and devising effective contingency plans. 2. To enhance the adaptability of school principals in adjusting strategies based on changing circumstances and emerging educational trends. 3. To promote a culture of inquiry and problem-solving among students through innovative approaches.	1. Critical Thinking Workshops 2. Innovation in Education Seminars. 3. Peer Learning Groups 4. Student-Centric Initiatives:	1. Critical Thinking Workshops: Biannual (July and January). 2. Innovation in Education Seminars: Annual (September). 3. Peer Learning Group Meetings: Monthly. 4. Student-Centric Initiatives: Integrated into the regular academic calendar.	School Principals. Educational Consultants. Peer Learning Group Participants. Students and Teachers	Workshop materials and resources. Guest speakers for seminars. Venue for workshops and seminars. Regular communication tools for peer learning groups. Funds for student-centric initiatives and programs.	Heightened awareness and anticipation of potential challenges. Increased adaptability in leadership strategies based on emerging trends. Enhanced collaboration and knowledge-sharing among school principals. A noticeable improvement in the culture of inquiry and problem-solving among students.

ENHANCEMENT PLAN FOR STRENGTHENING DECISION-MAKING SKILLS

Key Result Indicator	Objectives	Strategies Activities	Time Frame	Persons Involved	Resources Needed	Expected Output
Enhanced decision-making skills among school principals, particularly in reflecting on past decisions, communicating transparently, and involving stakeholders appropriately.	1. To further refine the decision-making process by encouraging reflection on past decisions. 2. To enhance transparent communication of decisions with rationale and expected outcomes. 3. To strengthen the involvement	1. Decision-Making Reflection Sessions 2. Communication Workshops 3. Stakeholder Engagement Initiatives 4. Mentorship Program:	1. Decision-Making Reflection Sessions: Quarterly. 2. Communication Workshops: Biannual (March and September). 3. Stakeholder Engagement Initiatives: Integrated into regular school activities. 4. Mentorship	School Principals. Educational Consultants. Stakeholder Representatives (Teachers, Parents, Students). Mentor-Mentee Pairs.	Workshop materials and resources. Venue for workshops and reflection sessions. Technology tools for virtual communication. Funding for stakeholder engagement initiatives. Mentorship program	Principals with refined decision-making processes based on reflective practices. Improved transparency and clarity in communication of decisions. Enhanced collaboration and engagement of

		Program: Ongoing throughout the academic year.		coordination.	stakeholders in decision-making. A culture of continuous improvement among school leaders.
of relevant stakeholders in decision-making processes					

ENHANCEMENT PLAN FOR OPTIMIZING DELEGATION OF LEADERSHIP SKILLS

Key Result Indicator	Objectives	Strategies /Activities	Time Frame	Persons Involved	Resources Needed	Expected Output
Optimized delegation of leadership skills among school principals, ensuring equitable distribution of responsibilities and fostering a culture of continuous improvement.	1. To maintain and further enhance the equitable distribution of responsibilities among school principals. 2. To refine the delegation of authority, ensuring decision-making power is granted to those best equipped to handle specific issues. 3. To strengthen the practice of offering constructive feedback and guidance when delegating leadership tasks.	1. Equitable Distribution Workshops 2. Decision-Making Authority Training 3. Feedback and Guidance Programs 4. Recognition and Rewards System	1. Equitable Distribution Workshops: Annual (May). 2. Decision-Making Authority Training: Biannual (July and January). 3. Feedback and Guidance Programs: Ongoing throughout the academic year. 4. Recognition and Rewards System: Integrated into regular school activities.	School Principals. Human Resources/Leadership Development Experts. Mentor-Mentee Pairs. Recognition Committee.	Workshop materials and resources. Venue for workshops and training sessions. Technology tools for virtual communication. Funding for recognition and rewards.	Principals consistently demonstrate equitable distribution of responsibilities. Improved delegation of decision-making authority aligned with individuals' expertise. A culture of constructive feedback and continuous improvement in delegation practices. Increased motivation and engagement through a recognition and rewards system.

IX.   CONCLUSION

Based on the aforementioned findings of the study, the following conclusions have been derived:

➢ The school principal values noting teachers' strengths and areas needing improvement during infrequent classroom visits. However, this limited observation may miss daily teaching nuances and challenges, possibly affecting the understanding of overall teaching quality. It's advised to observe classrooms more often for a clearer, up-to-date grasp of the teaching situation, aiding in more effective decisions and teacher support.

➢ The data reveals a commendable level of engagement and commitment. This reflects a positive trend in the efforts made by school principals to enhance the professional growth of their staff. This strategic alignment is crucial for ensuring that professional development efforts contribute

directly to the overall enhancement of the school's educational quality and effectiveness. However, there may be opportunities to further enhance the monitoring mechanisms to ensure continuous improvement in staff development initiatives**.**

➢ The data reveals a strong and positive engagement of the principals and effectively managing interpersonal relationships and communication within their schools. This suggests that while school principals are making efforts to involve teachers in decision-making, there is potential for further enhancement in this area.

➢ The data reflects a positive trend in the efforts made by school principals to enhance the quality of instruction within their schools. However, there may be opportunities to further explore and refine the implementation of self-assessment, reflection, peer coaching, and mentoring as part of the instructional improvement process.

➢ There is a need for a more comprehensive and consistent approach to delegation in school administration. The current mismatch in training and support for delegated duties, coupled with a lack of clear responsibilities and infrequent assessments, may result in inefficiencies and issues.

➢ The majority of participating schools have not successfully attained their goal of reaching the highest bracket for SBM (School-Based Management) Performance. This implies a need for improvement, encouragement, and innovation in the current approach to SBM.

➢ While active engagement in parent-teacher conferences is emphasized by respondents and contributes to a positive atmosphere for parents there may be opportunities for improvement in articulating the school's vision and goals more clearly to all stakeholder's community.

➢ The individual in the role of a school head may not communicate or emphasize activities related to adapting strategies and staying current with educational trends. While they may engage in these activities to some extent, it is not explicitly highlighted or prioritized in their role.

➢ The school principal's ability to balance short-term requirements with long-term goals, make prompt decisions in urgent situations, and involve important stakeholders in decision-making are prioritized.

➢ The data highlights strength in promoting fairness and efficiency through thoughtful consideration of individual strengths and workloads when assigning responsibilities.

➢ While still highly evident, these scores suggest opportunities for further development in delegating decision-making authority and providing constructive feedback for continuous improvement.

➢ The extent of school principals' supervisory practices and the level of school performance of the elementary and secondary school principals have no significant relationship; the school principal may not only focus on supervising but on school management as well.

➢ The extent of school principals' supervisory practices and the extent of leadership skills of the elementary and secondary school principals in terms of supervision improvement instruction have a significant relationship.

➢ While the remaining sub-variables have no significant relationship therefore the school principals may improve their supervisory practices to make their leadership more effective

➢ The study reveals a selective significant correlation between the level of school performance and the extent of leadership skills among elementary and secondary school principals. The study did not find a significant relationship between the level of school performance and the extent of leadership skills in the areas of communication, critical analysis, and decision-making.

➢ The suggested Enhancement Plan for this research into leadership skills, school performance, and supervisory practices among school heads offers a comprehensive roadmap for future improvements.

Recommendations
Based on the findings summarized and conclusions drawn, the following recommendations are hereby offered:
1. School Heads may increase the frequency of classroom observations to provide a more comprehensive and real-time understanding of the teaching environment, leading to better-informed decision-making and support for teacher development.

2. Schools may improve their evaluation methods and regularly review the performance of professional development initiatives to ensure they align with school goals and have the desired impact.

3. School Heads may execute an explicit role definition and implementing ongoing assessments is deemed critical. This approach is seen as essential for improving overall school operations and establishing a coherent administrative structure.

4. The Division of Cabuyao may encourage and facilitate increased collaboration and sharing among school heads. This collaborative effort should aim to identify and implement best practices that can lead to improved SBM performance.
5. Future researchers may undertake comparable investigations in their districts or divisions to assess the performance of school administrators.

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Validated Research Instruments

Title: Leadership Skills, School Performance and Supervisory Practices of School Heads: Basis for an Enhancement Plan.".

Scale	Interpretation	Description
5	Very High Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 0 – 5% error
4	High Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 8 – 10% error
3	Valid	The questionnaire is valid and can provide unbiased data for the

		investigation, allowing 11 - 15% error
2	Less Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 16 - 20% error
1	Not Valid at All	The questionnaire is valid and can provide unbiased data for the investigation, allowing 21 - 25% error

Validators' Questionnaire Assessment

Indicators	EXPERTS				
	1	2	3	4	5
1. The indicators in the questionnaire consistently and accurately measure each variable of the investigation	5	5	5	5	5
2. The questionnaire fits with the variables under investigation, thus measuring what it tends to measure	5	5	5	5	5
3. The questionnaire can measure items of variables within a given time frame	5	5	5	5	5
4. The questionnaire can distinguish the characteristics or the properties of differing attributes of the subjects/participants under study	5	4	5	4	5
5. The questionnaire can gather factual data, eliminating biases and subjectivity	5	4	5	5	5
6. Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data	5	5	5	4	4
7. The questionnaire does not influence the variables being measured	5	5	5	5	5
8. The questionnaire is framed in a clear, simple, to avoid the risk of error	4	5	5	5	4
9. The questionnaire is capable of generating data that will be of value and practical use to the sectors concerned in the investigation	5	5	4	5	5
10. Some of the questions do not violate privacy.	5	5	4	5	5

APPENDIX F

APPENDIX G
Survey Questionnaire
Instructions:
This survey is anonymous, and the data is only used for this study. The confidentiality principle is strictly observed. This survey is voluntary.

I.   EXTENT OF LEADERSHIP SKILLS
Instruction: The following are the different indicators of the **Extent of leadership skills of elementary and secondary school principals.** Please check the box that represents best your answer using the scale below.

Legend: 4--Always
          3--Often
          2—Sometimes
          1—Never

1.1 Communication	4	3	2	1
As a school head, I…				
1. clearly articulate the school's vision, goals, and expectations to staff, students, and parents.				

2.	listen actively and empathetically to the concerns and suggestions of teachers, students, and parents.				
3.	demonstrate effective verbal and written communication in various settings, such as meetings, presentations, and written correspondence.				
4.	use appropriate communication styles for different audiences and situations.				
5.	encourage open and transparent communication among staff members, promoting a positive and collaborative environment.				
6.	provide constructive feedback to teachers and staff to help them improve their performance.				
7.	handle difficult conversations and conflicts with professionalism, sensitivity, and resolution-oriented communication.				
8.	utilize various communication channels, including digital platforms and social media, to engage with the school community.				
9.	effectively communicate changes in policies, procedures, and initiatives to ensure understanding and compliance.				
10	demonstrate active engagement in parent-teacher conferences and other events that involve direct communication with parents.				

1.2 Critical Analysis	**4**	**3**	**2**	**1**
As a school head, I…				
1. analyze complex educational issues and trends to inform strategic planning and decision-making.				
2. evaluate multiple perspectives before making decisions related to curriculum, teaching methodologies, and student support.				
3. identify strengths and weaknesses in school programs and processes, proposing innovative improvement solutions.				
4. encourage teachers and staff to think critically by posing thought-provoking questions and fostering intellectual curiosity.				
5. synthesize data and research findings to identify areas for academic and organizational growth.				
6. anticipate potential challenges and devise contingency plans to address them effectively.				
7. make connections between different subjects, concepts, and experiences to enhance interdisciplinary learning opportunities.				
8. promote a culture of inquiry and problem-solving among students, encouraging them to explore beyond the surface level.				
9. adapt strategies and approaches based on changing circumstances and emerging educational trends.				
10. lead discussions and brainstorming sessions that stimulate creative and analytical thinking among staff members.				

1.3 Decision-Making:	**4**	**3**	**2**	**1**
As a school head, I…				
1. make well-informed decisions based on a thorough analysis of available data, input from stakeholders, and consideration of long-term impacts.				

2.	balance short-term needs with long-term goals when making choices about resource allocation and budgeting.				
3.	demonstrate the ability to make timely decisions, especially in situations requiring immediate attention or response.				
4.	involve relevant stakeholders, such as teachers, parents, and students, in the decision-making process when appropriate.				
5.	consider ethical and moral implications when making decisions that affect the school community.				
6.	take calculated risks while considering potential benefits and drawbacks, promoting a culture of innovation				
7.	demonstrate consistency and fairness in decision-making, avoiding favoritism or bias.				
8.	evaluate the feasibility and sustainability of proposed initiatives before committing resources.				
9.	reflect on past decisions to learn from successes and challenges, refining the decision-making process over time.				
10.	communicate decisions clearly and transparently, providing rationale and expected outcomes to relevant parties.				

1.4 Delegation of Leadership Skills:	**4**	**3**	**2**	**1**
As a school head, I…				
1. empower teachers and staff by assigning them responsibilities that align with their strengths and expertise.				
2. recognize the importance of shared leadership and involve others in decision-making and problem-solving.				
3. provide clear guidelines and expectations when delegating tasks, ensuring a shared understanding of objectives.				
4. monitor progress and offer support while allowing individuals the autonomy to complete their delegated tasks.				
5. delegate tasks strategically to build the capacity of team members and facilitate professional growth.				
6. ensure equitable distribution of responsibilities, considering workloads and strengths of individuals.				
7. delegate authority appropriately, granting decision-making power to those best equipped to handle specific issues.				
8. offer constructive feedback and guidance when delegating leadership tasks, fostering a culture of continuous improvement.				
9. evaluate the outcomes of delegated tasks, celebrate successes, and address any challenges that arise.				
10 encourage collaborative problem-solving by fostering a sense of shared responsibility and ownership among staff members.				

II. EXTENT OF SUPERVISORY PRACTICES

Instruction: The following are the different indicators of the **Extent of school principals' supervisory practices**. Please check the box that represents your best answer using the scale below.

Legend: 4--Always
        3--Often

2—Sometimes
1--Never

3.1 Classroom Visitation	4	3	2	1
As a school head, I…				
1. do classroom observations per teacher per academic term.				
2. use structured observation forms or rubrics during classroom visits.				
3. provide feedback to teachers after classroom observations.				
4. document the strengths and areas for improvement observed during classroom visits.				
5. cover a variety of subjects and grade levels during classroom observations.				
6. tailor evidence of differentiated feedback to individual teacher needs.				
7. integrate classroom observation outcomes into professional development plans.				
8. align classroom observations with instructional goals and standards.				
9. observe different teaching strategies and instructional methods.				
10 capture and store classroom observation data using technology.				

3.2 Staff Development:	4	3	2	1
As a school head, I…				
1. offer frequent and various professional development opportunities to staff.				
2. align professional development with school improvement goals.				
3. participate rates in professional development sessions.				
4. use formative assessments to identify staff development needs.				
5. incorporate both external experts and internal expertise in training sessions.				
6. offer available resources (workshops, conferences, online courses) for continuous learning.				
7. implement follow-up activities to ensure the application of new skills.				
8. encourage collaboration and peer learning among staff.				
9. integrate technology tools to facilitate staff development.				
10. monitor the effectiveness of staff development through feedback and assessment.				

3.3 Human Relations:	4	3	2	1
As a school head, I…				
1. do quality interactions between the principal and teaching staff.				
2. open feedback and suggestions from teachers and staff members.				
3. recognize and acknowledge staff achievements and contributions.				
4. handle conflicts and interpersonal issues among staff members.				
5. promote a positive and inclusive school culture.				
6. support a collaborative and collegial atmosphere among staff.				
7. communicate regularly with staff about school goals, changes, and initiatives.				
8. empower the teachers in decision-making processes.				

9.	demonstrate empathy and understanding towards staff members' needs.				
10	am available and can easily be approached for staff concerns.				

3.4 Supervision Improvement Instruction:		**4**	**3**	**2**	**1**
As a school head, I…					
1.	implement differentiated supervision techniques based on teacher needs.				
2.	analyze student performance data to inform supervision strategies.				
3.	use of research-based instructional strategies in supervision.				
4.	collaborate goal setting and action planning with teachers.				
5.	provide resources and materials to support instructional improvement.				
6.	do feedback on lesson plans, curriculum design, and assessment strategies.				
7.	monitor and track the teachers' progress towards improvement goals.				
8.	use self-assessment and reflection as part of the improvement process.				
9.	integrate peer coaching and mentoring in instructional improvement.				
10	align the supervision improvement with professional standards and guidelines.				

3.5 Delegation:		**4**	**3**	**2**	**1**
As a school head, I…					
1.	delineate responsibilities between principal and other administrative roles.				
2.	delegate tasks based on staff members' strengths and expertise.				
3.	regularly review delegated tasks to ensure accountability and progress.				
4.	empower the staff by providing them with decision-making authority.				
5.	provide training and support to staff members taking on delegated roles.				
6.	do flexible adjustments on delegated tasks based on changing needs.				
7.	communicate expectations and outcomes related to delegated tasks.				
8.	use technology and digital tools to facilitate communication and coordination.				
9.	monitor resource allocation and budget management through delegation.				
10	regularly assess the impact of delegation on overall school operations.				