

# School Heads' Leadership Practices and Teachers' Attitude In Relation To School Performance in the First District, Lanao Del Sur

Hanya M. Adiong

Student  
Medina College  
Philippines

## Abstract:

This study investigated the relationship between school heads' leadership practices, teachers' attitudes, and school performance in the First District of Lanao del Sur. Employing a descriptive-correlational design, data were gathered from 51 teachers across 18 schools using validated instruments assessing four leadership domains, teacher attitudes, and National Achievement Test (NAT) scores. Results revealed that school heads demonstrated excellent leadership across administrative, technical, conceptual, and interpersonal domains, while teachers exhibited very good attitudes toward teaching. Despite these high ratings, statistical analyses showed no significant correlation between (1) leadership practices and teacher attitudes, (2) leadership practices and school performance, and (3) teacher attitudes and school performance. ANOVA findings also indicated no significant difference among the four leadership domains. These findings suggest that strong leadership and positive teacher attitudes do not necessarily translate into improved academic performance. The study recommends implementing the proposed development program as part of in-service training to sustain and refine leadership and teaching competencies amidst the complex interplay of factors affecting student outcomes.

**Keywords:** school leadership, teacher attitude, school performance, professional development, Lanao del Sur

## INTRODUCTION

School leadership is key in the provision of a positive learning and teaching culture, school improvement, and both teacher motivation and student outcomes. An effective school head ensures alignment of school procedures, instructional processes, and teacher development with educational goals and national development goals. In most communities, especially in the First District of Lanao del Sur, school heads' leadership habits can have a powerful impact on teachers' professional conduct and student achievement outcomes. The success of a school hinges not just on resources but also on leadership quality and teachers' collective attitude towards their profession.

Republic Act No. 9155, or the Governance of Basic Education Act of 2001, identifies the responsibility of school heads in pushing for greater learning outcomes. Consequently, school heads should be effective instructional supervisors and effective administrative managers. Literature stresses the need for contemporary educational leadership, i.e., the ability to respond to new policies, mobilize communities, and institutionalize School-Based Management (SBM). Research indicates that school leadership effectiveness has a strong relationship with teacher performance, instruction quality, and school growth. In addition, effective school leaders exhibit decision-making skills, curriculum leadership, and community engagement, which positively support improved school performance.

Despite numerous reforms and leadership models, knowledge gaps persist with regard to how the school heads' leadership behaviors directly affect teachers' attitudes and how these combined factors affect the

performance of schools. Specifically, few studies have examined this relationship across geographically disadvantaged and resource-poor settings like Lanao del Sur. Moreover, there is a need to determine if leadership competencies actually translate into enhanced teaching behavior and student results.

The purpose of this research is to establish the connection between school heads' leadership, teachers' attitudes, and the performance of schools in the First District of Lanao del Sur. More specifically, it seeks to identify whether or not school heads' leadership practices have an impact on the professionals' attitudes among teachers and whether these affect the performance of schools overall. The findings will provide insights into the effectiveness of current leadership strategies and inform professional development programs for both school leaders and teachers in the district.

## METHODS

### Research Design

This study applied a descriptive-correlational design with a quantitative approach examine the school leadership practices, teachers' attitudes, and school performance in the First District of Lanao del Sur. This design fit the description of existing conditions and the investigation of relationships without manipulation (Creswell, 2012) and measured differences among leadership areas.

### Research Setting

The research was carried out in Lanao del Sur's First District, a province within the Autonomous Region in Muslim Mindanao (ARMM), Philippines. Its capital, Marawi City, is bounded by Lanao del Norte to the north, Bukidnon to the east, Maguindanao and Cotabato to the south, and Illana Bay to the southwest. 18 district schools took part in the study, and they were chosen on the basis of the agreement of their school heads. These schools were the research sites. School heads and teachers were the participants since the leadership practices and attitudes of the school heads as well as those of the teachers were the main target of the study.

### Research Respondents

The study covered a number of 51 respondents that were present at the time of data collection from the 18 schools under First District of Lanao del Sur. A convenience sampling method was utilized where each school contributed two to three respondents. The school heads were included to determine their practices as leaders, and the teachers were included to determine their attitudes as teachers. School performance was on the basis of every school's National Achievement Test (NAT) scores.

### Research Instrument

This study utilized three adopted-modified research instruments to gather data. The first tool was designed to assess the school heads' leadership practices, based on the framework of Lori Moore and Rick D. Rudd (2004). It consisted of a total of 34 indicators for administrative skills, 10 for technical skills, 12 for conceptual skills, and 16 for interpersonal skills. The responses were measured using a four-point Likert scale, with the following parameters for data analysis and interpretation:

Weight	Parameters	Response Category	Interpretation
4	3.26-4.0	Strongly Agree	Excellent
3	2.51-3.25	Agree	Very Satisfactory
2	1.76-2.5	Disagree	Satisfactory
1	1.0-1.75	Strongly Disagree	Needs Improvement

The second tool measured teachers' attitudes toward teaching and was adapted from the work of Dennis Kear, Gear Coffman, Michael McKenna, and Anthony Ambrosio (2000). It included 20 indicators and used the same four-point Likert scale with the following response categories and interpretations:

Weight	Parameters	Response Category	Interpretation
4	3.26-4.0	Strongly Agree	Very Good
3	2.51-3.25	Agree	Good
2	1.76-2.5	Disagree	Fair
1	1.0-1.75	Strongly Disagree	Poor

Moreover, the data on school performance were obtained from the office of the district supervisor through the annual report of the Department of Education's National Education Testing and Research Center (NETRC). The following mastery levels were used to analyze and interpret school performance:

95-100	Mastered (M)
86-95	Closely Approximating Mastery (CAM)
66-85	Moving Towards Mastery (MTM)
35-65	Average Mastery (AM)
15-34	Low Mastery (LM)
5 to 14	Very Low Mastery (VLM)
0-4	Absolutely No Mastery (ANM)

### Data-Gathering Procedure

Permit to carry out the study was formally secured from the Schools Division Superintendent, First District of Lanao del Sur. On approval, coordination was made with school administrators in order to schedule distribution and retrieval of the research tools. Teachers and authorized guidance counselors were requisitioned to ensure the unhampered conduct of the data gathering process. All the filled-up questionnaires were well gathered, checked for accuracy and completeness, and well sorted for statistical treatment.

### Ethical Considerations

In adherence to Bryman and Bell's (2011) ethical guidelines, the researcher ensured that all ethical standards were strictly observed throughout the study. Formal consent was obtained from the Schools Division Superintendent of the First District of Lanao del Sur, and participation was voluntary, with only schools whose heads provided informed consent included. Participants were fully informed about the study's purpose, assured of confidentiality, and guaranteed that data would be used solely for academic purposes. Anonymity was maintained, and ethical principles such as informed consent, non-maleficence, and respect for privacy were strictly upheld.

### Data Analysis

Various statistical tools were used to analyze the data. Percentage was applied to describe the teachers' profile based on gender, age, civil status, educational attainment, teaching experience, and rank. Weighted mean assessed school heads' leadership practices and teachers' attitudes. Pearson r tested the correlation between leadership practices and teacher attitudes, while the chi-square test examined the relationship between leadership practices and school performance, as well as between teacher attitudes and school performance. ANOVA was used to determine significant differences in school heads' leadership practices.

## RESULTS AND DISCUSSION

**Table 1 - Profile of the Respondents**

**N = 51**

Items	F	%	R
<b>Age</b>			
26 - 29	5	9.80	5
30 - 34	6	11.76	3
35 - 39	12	23.53	1
40 - 44	12	23.53	1
45 - 49	6	11.76	3
50 - 54	5	9.80	5

55 - 59	3	5.88	7
60 - 64	2	3.92	8
<b>Gender</b>			
Male	2	3.92	2
Female	49	96.08	1
<b>Civil Status</b>			
Single	1	1.96	2
Married	50	98.04	1
<b>Highest Education</b>			
BEED	51	100.00	1
<b>No. of Years in Teaching</b>			
5 to 9	16	31.37	1
10 to 14	10	19.61	3
15 to 19	14	27.45	2
20 to 24	1	1.96	7
25 to 29	4	7.84	4
30 to 34	4	7.84	4
35 to 39	2	3.92	6
Mean	15.51		
<b>Rank</b>			
T1	10	19.61	3
T2	12	23.53	2
T3	22	43.14	1
MT 1	4	7.84	4
MT 2	3	5.88	5
MT 3	0	0.00	6

Table 1 presents the demographic profile of the 51 teacher-respondents, that is, their age, gender, civil status, highest educational attainment, years of experience in teaching, and rank. Age-wise, the most numerous respondents are in the 35–39 and 40–44 age ranges with 12 teachers (23.53%) each. Followed by 6 teachers (11.76%) each who are in the 30–34 and 45–49 age ranges. Although 5 teachers (9.80%) belong to the 26–29 and 50–54 age groups, fewer are in the 55–59 (5.88%) and 60–64 (3.92%) age groups. This age structure reflects a fairly mature teaching pool, mostly in their productive mid-life stag.

As for gender, an overwhelming number of the respondents are female with 49 (96.08%), while only 2 (3.92%) were male. In terms of civil status, a virtual total of respondents are married, 50 (98.04%), compared to only 1 (1.96%) who is not. All respondents hold a Bachelor of Elementary Education (BEED) degree, which represents 100% of the educational qualification of the group, which suggests a uniform educational attainment of the teachers in the district.

In terms of teaching experience, the greatest is made up of 16 teachers (31.37%) who have 5–9 years of experience, followed by 14 (27.45%) with 15–19 years, and 10 (19.61%) with 10–14 years. While 4 respondents (7.84%) each have worked for 25–29 and 30–34 years, 2 (3.92%) have worked for 35–39 years, and 1 (1.96%) has worked for 20–24 years. This is indicative of a combination of early-career and veteran practitioners, with a mean teaching experience of 15.51 years.

Rank-wise, the majority of the respondents are Teacher III (T3) at 22 teachers (43.14%), followed by Teacher II (T2) at 12 (23.53%) and Teacher I (T1) at 10 (19.61%). There are also 4 Master Teacher I (MT I) and 3 Master Teacher II (MT II) holders, who make up 7.84% and 5.88% respectively. No respondent was at the rank of Master Teacher III. This distribution of ranks suggests that most of the teachers remain at the teaching level ranks with only some attaining master teacher ranks.

Generally, the profile data show that the respondents are middle-aged, female, married, and BEED degree holders with modest amount of teaching experience. Ranks in teaching are composed mostly of the Teacher III category, which depicts a stable labor force but can be enhanced with improved career advancement opportunities.

**Table 2.1 - School head School leadership practices as Perceived by the Respondents on Administrative Skills**

Items	WM	DV	R
A. Administrative Skills			
1. is coordinating and managing school curriculum and co-curricular program implementation	3.84	E	3
2. is responsible for the general administration of the school.	3.75	E	26.5
3. supervises, monitors, assesses, evaluate and disseminates current information on educational issues and modern teaching techniques to teachers	3.76	E	22.5
4. stimulates teachers for scholarship and best practices in curriculum delivery.	3.73	E	29.5
5. devote considerable time to coordinating and managing instruction	3.73	E	29.5
6. is visible in the school and stay close to the instructional process	3.80	E	13.5
7. adopts continuous and consistent classroom visits	3.88	E	1
8. ensures adequate teaching and learning processes establish clearly defined goals for academic achievement,	3.73	E	29.5
9. concentrates available resources and their operations on attaining them	3.76	E	22.5
10. provide adequate time-table for teaching, routine check of lesson plans and observation of classroom instruction, continuously monitor students' progress	3.80	E	13.5
11. determine whether their instructional goals are being met	3.82	E	7
12. provides feed-back on student performance, motivation of teachers for improved performance, reinforcement of students	3.82	E	7
13. ensures excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline	3.86	E	2
14. ensures peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials	3.82	E	7
15. enhances quality teaching-learning processes.	3.65	E	34
16. sets reasonable expectations for work and achievement	3.76	E	22.5
17. makes it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives	3.80	E	13.5
18. sees to it that teachers are well supervised and motivated	3.71	E	32
19. sustains teachers' interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers. helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives.	3.75	E	26.5
20. ensures effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms	3.82	E	7
21. monitors the implementation of curricular and ensure desirable increase in teachers 'capabilities,	3.76	E	22.5
22. upgrades their conceptual knowledge and teaching skills, give them support in their work	3.82	E	7
23. facilitates better performance in teachers 'pedagogical practices and students 'learning outcomes in the school settings. Instructional supervision	3.82	E	7
24. provides a vehicle and structure which allows schools, departments, as well as individuals (teachers and students) within them	3.76	E	22.5



25. responds effectively to curriculum and instruction in order to achieve the stated educational objectives	3.80	E	13.5
26. has the potential to strengthen the school heads 'capacities for managing human and materials resources.	3.73	E	29.5
27. proactively mobilizes all members of staff, teaching and non-teaching, the governing board, parents and the community towards identifying the schools strengths and weaknesses	3.80	E	13.5
28. takes appropriate decisions on type of follow-up action required to improve teachers 'inputs and students 'learning outcomes in the school	3.80	E	13.5
29. has an intimate knowledge of the psychology of human learning, have a command of the various theories of instruction	3.78	E	18
30. is acquainted with the sources and uses of instructional media/materials	3.76	E	22.5
31. is familiar with evaluation techniques	3.82	E	7
32. is skilled in individual and group counseling	3.78	E	18
33. has good knowledge of education system and goals	3.67	E	33
34. make use of supervisory/administrative techniques: clinical supervision/classroom observation, micro-teaching, seminar/workshop and research to improve the conceptual knowledge, skills and competence of teachers, and students 'learning,	3.78	E	18
Composite Mean	3.78	E	

Table 2.1 presents the school leadership practices of school heads in the First District of Lanao del Sur as perceived by teacher-respondents, specifically focusing on Administrative Skills. The composite mean of 3.78 reflects an "Excellent" level of leadership performance. This indicates that school heads consistently exhibit high-level administrative competencies, positively influencing teaching and learning processes in their respective schools.

Among the specific indicators, the highest-rated item is "Regularly visits classrooms to monitor instruction and provide consistent support" with a weighted mean of 3.88, followed by "Ensures that school facilities are well-maintained, used appropriately, and that discipline is upheld" at 3.86, and "Effectively leads the planning and implementation of both academic and co-curricular programs" at 3.84. Several items share the same rating of 3.82, including: "Assesses whether instructional goals are being met through meaningful evaluation", "Offers timely feedback on student performance and inspires teachers to improve their teaching practices", "Fosters a safe and supportive learning environment, promotes teacher development, and provides essential instructional materials", "Builds strong academic and social relationships with teachers and students to ensure effective supervision and support", "Provides professional growth opportunities that strengthen teachers' knowledge and teaching techniques", "Helps teachers improve their instructional methods and promotes better student learning outcomes", and "Is skilled in using appropriate tools and methods to evaluate teaching and learning".

Indicators with a weighted mean of 3.80, also rated excellent, include: "Maintains strong school presence and engages closely with teaching and learning processes", "Develops a well-organized class schedule, reviews lesson plans, observes classes, and tracks student progress regularly", "Makes sure staff members have access to the tools and facilities they need to fulfill their roles effectively", "Responds proactively to instructional needs and ensures alignment with educational goals", "Actively engages staff, parents, and the community in identifying school strengths and areas for improvement", and "Takes timely and thoughtful actions to improve teaching practices and student performance". Several items are rated 3.78, including: "Understands how students learn best and applies educational theories to support teaching", "Offers both individual and group counseling to support the personal and professional needs of the school community", and "Applies a variety of supervisory tools—such as classroom observations, workshops, and research—to improve teacher skills and student outcomes". Meanwhile, indicators such as "Actively guides and supports teachers by sharing updated insights on education trends and innovative teaching strategies", "Allocates and manages school

resources to support the achievement of educational targets”, “Sets realistic yet motivating expectations for staff performance and student achievement”, “Oversees curriculum implementation while helping teachers build their skills and knowledge”, “Creates systems that encourage collaboration and participation among school departments, teachers, and students”, and “Knows how to access and use various teaching materials and media effectively” all received a weighted mean of 3.76.

A weighted mean of 3.75 was recorded for: “Oversees the overall operations and administration of the school” and “Keeps teachers inspired and dedicated, helping them and their students improve in teaching and learning”. The mean of 3.73 was given to: “Encourages teachers to pursue research, scholarships, and best practices in delivering the curriculum”, “Dedicates substantial time to overseeing instructional activities and academic coordination”, “Establishes clear academic goals and ensures teaching and learning are aligned with those objectives”, and “Builds leadership capacity by effectively managing both human and material resources”. At the lower end, but still excellent, “Supports and motivates teachers by ensuring proper supervision and encouragement” was rated 3.71, followed by “Has a clear understanding of the education system and its goals” at 3.67, and lastly, “Strives to continually enhance the quality of teaching and learning in the school” with the lowest but still excellent mean of 3.65.

These findings are consistent with Leithwood and Sun (2012), who emphasized that effective school leadership is marked by strong administrative planning, regular instructional supervision, and proactive school management. Similarly, Fullan (2014) highlighted that leadership practices which emphasize visibility, consistent feedback, and collaboration are key to building teacher capacity and improving student outcomes. Furthermore, Bush (2013) noted that high-performing school heads create structured, goal-oriented environments that support teaching and learning by aligning resources and maintaining discipline. The excellent ratings across all indicators in this study affirm these claims and demonstrate that the school heads in the First District of Lanao del Sur exhibit leadership practices aligned with established educational leadership frameworks.

**Table 2.2 - School head School leadership practices as Perceived by the Respondents on Technical Skills**

<b>B. Technical Skills</b>	<b>WM</b>	<b>DV</b>	<b>R</b>
1. is a role model of teaching excellence	3.76	E	6
2. Is knowledgeable in teaching theories and techniques	3.67	E	10
3. Is proficient in application of teaching theories	3.75	E	8
4. Has the knowledge of lesson planning	3.82	E	2
5. Is an expert in lesson planning	3.69	E	9
6. Is skillful in instructional supervision	3.78	E	4
7. Has the technical know-how in developing academic plan	3.76	E	6
8. Is expert in facilitating teachers forum	3.80	E	3
9. Is competent in sharing her/ his knowledge and skills	3.88	E	1
10. Has the ability to preside teachers meeting	3.76	E	6
<b>Composite Mean</b>	<b>3.77</b>	<b>E</b>	

Table 2.2 outlines the school heads’ leadership practices as perceived by the respondents in terms of Technical Skills. The table shows a composite mean of 3.77, interpreted as "Excellent." This indicates that school heads in the First District of Lanao del Sur are highly capable in handling instructional tasks, facilitating teacher development, and demonstrating subject-matter competence.

Among the ten indicators, the highest-rated item is “Shares knowledge and skills confidently to support and empower teachers” with a weighted mean of 3.88, indicating that school heads are perceived as active mentors. This is followed by “Has a solid understanding of how to create effective lesson plans” at 3.82, and “Facilitates teacher discussions and professional forums with confidence and clarity” at 3.80, both reflecting strong technical abilities in curriculum planning and teacher engagement. Other indicators such as “Provides

strong guidance through effective instructional supervision” received 3.78, and “Demonstrates outstanding teaching practices that serve as a model for others,” “Possesses the technical expertise to develop sound academic programs,” and “Leads and facilitates productive teacher meetings” each received 3.76. Meanwhile, “Applies theoretical knowledge to practical classroom situations” had 3.75, “Excels in designing well-structured and goal-oriented lesson plans” had 3.69, and the lowest-rated was “Understands and applies teaching theories and methods effectively” with 3.67, yet all still fall within the excellent range.

Özdemir and Sahin (2016) highlighted that technical leadership skills such as instructional supervision, lesson planning, and teacher facilitation are essential for promoting high-quality education. The high ratings across all indicators support the idea that school heads in the district demonstrate strong and consistent technical leadership in their daily professional responsibilities. These skills play a vital role in ensuring that teaching and learning processes are well-managed and aligned with institutional goals.

**Table 2.3 - School head School leadership practices as Perceived by the Respondents on Conceptual Skills**

<b>C. Conceptual Skills</b>	<b>WM</b>	<b>DV</b>	<b>R</b>
1. Is creative in addressing school concerns and challenges	3.69	E	12
2. formulates abstractions in relation to school activities	3.75	E	8.5
3. analyzes complex school situations	3.82	E	5.5
4. understands academic issues	3.75	E	8.5
5. solves school problems effectively	3.84	E	3.5
6. knows how to and being able to formulate ideas in relation to academic concerns	3.73	E	11
7. has excellent cognitive abilities to think creatively and solve problems	3.86	E	1.5
8. can come up with an idea for a new idea or a new process	3.82	E	5.5
9. examines a complex issue and formulate a specific, effective course of action.	3.75	E	8.5
10. examines how ideas are interrelated.	3.86	E	1.5
11. perceives individual elements in relationship to the whole.	3.84	E	3.5
12. Has the ability to understand the organization as a whole and develop creative strategies.	3.75	E	8.5
<b>Composite Mean</b>	<b>3.79</b>	<b>E</b>	

Table 2.3 presents the school heads’ leadership practices as perceived by the respondents in terms of Conceptual Skills. The data reveals a composite mean of 3.79, which falls under the “Excellent” descriptive value. This implies that school heads in the First District of Lanao del Sur demonstrate a strong ability to think strategically, solve complex problems, and integrate ideas into effective school management practices.

The highest-rated indicators are “Demonstrates strong cognitive abilities to think outside the box and solve problems” and “Understands how different ideas connect and influence one another,” both with a weighted mean of 3.86, indicating that school heads are seen as strong analytical thinkers capable of connecting concepts to practice. This is followed by “Effectively finds solutions to school-related challenges” and “Recognizes how specific parts relate to the bigger picture,” both scoring 3.84, as well as “Thinks critically when evaluating difficult school situations” and “Comes up with new ideas or processes to enhance school operations” at 3.82. Several other indicators such as “Develops ideas and frameworks that guide school activities,” “Has a deep understanding of academic issues and their implications,” “Breaks down complex issues and determines practical and effective actions,” and “Understands how the school functions as a whole and crafts innovative strategies” each obtained a mean of 3.75. The lowest yet still excellent scores are found in “Can generate and express thoughtful ideas about academic concerns” at 3.73, and “Approaches school concerns with creativity and resourcefulness” at 3.69.

According to Fullan (2014), conceptual skills are vital in educational leadership as they empower school heads to visualize complex scenarios, synthesize ideas, and develop innovative strategies that enhance school performance. These findings suggest that the school heads in the district are highly competent in conceptual



leadership, enabling them to guide their institutions through thoughtful planning and informed decision-making. This level of conceptual capacity equips them to respond effectively to challenges and align organizational efforts with long-term educational goals.

**Table 2.4 - School head School leadership practices as Perceived by the Respondents on Interpersonal Skills**

<b>D. Interpersonal Skills</b>			
1. possesses life skills which are used every day to communicate and interact with other people, both individually and in groups.	3.78	E	7
2. works on developing strong interpersonal skills are usually more successful in both their professional and personal lives.	3.78	E	7
3. wants people who will work well in a team	3.76	E	10.5
4. communicates effectively with colleagues, customers and clients.	3.78	E	7
5. is optimistic.	3.82	E	3
6. is confident.	3.75	E	13.5
7. is charismatic	3.84	E	1.5
8. has the qualities that are often endearing or appealing to others.	3.80	E	4
9. interacts with teachers and staff	3.78	E	7
10. is effective in oral communication	3.73	E	16
11. effectively communicates through body language	3.75	E	13.5
12. interprets message through verbal and nonverbal languages.	3.75	E	12.5
13. works with others to find a mutually agreeable outcome.	3.75	E	13.5
14. works with others to identify, define and solve problems.	3.76	E	10.5
15. explores and analyses options to make sound decisions.	3.78	E	7
16. communicates values, ideas, beliefs, opinions, needs and wants freely.	3.84	E	1.5
<b>Composite Mean</b>	<b>3.78</b>	<b>E</b>	
<b>Overall Composite Mean</b>	<b>3.78</b>	<b>E</b>	

Parameters:

1.0 – 1.75	NI – Needs Improvement
1.76 – 2.50	S – Satisfactory
2.51 – 3.25	VS – Very Satisfactory
3.26 – 4.00	E – Excellent

Table 2.4 highlights the school heads' leadership practices as perceived by the respondents in terms of Interpersonal Skills. The results show a composite mean of 3.78, which falls under the "Excellent" descriptive value. This indicates that the school heads in the First District of Lanao del Sur possess strong interpersonal competencies, allowing them to build collaborative relationships and maintain effective communication with teachers, staff, and stakeholders.

The highest-rated indicators, both with a weighted mean of 3.84, are "Possesses charm and a magnetic presence that draws others in" and "Freely shares values, opinions, and needs in a respectful manner," reflecting the school heads' ability to inspire and engage others. This is followed by "Maintains a positive and hopeful attitude" at 3.82, and "Shows warmth and likability that fosters connection" at 3.80. Indicators such as "Applies everyday social and communication skills to build positive relationships," "Expresses ideas clearly and communicates well with peers and stakeholders," "Builds rapport and interacts respectfully with faculty and staff," and "Weighs options carefully to make sound and informed decisions" each received a score of 3.78, indicating consistency in interpersonal effectiveness. The lowest-rated item, though still excellent, is "Speaks with clarity and confidence during conversations" with a mean of 3.73. Other indicators such as "Displays self-assurance and composure," "Uses gestures and facial expressions to complement verbal messages," "Understands and responds to messages through verbal and nonverbal cues," and "Collaborates with others to reach shared agreements" all ranged from 3.75 to 3.76.

According to Fiedler (2007), effective school leaders demonstrate interpersonal and functional leadership skills by engaging actively in communication, monitoring school operations, coaching staff, and fostering a cohesive and motivated team. These findings affirm that the school heads in the district exhibit interpersonal behaviors aligned with successful school management, enhancing team dynamics and promoting shared goals within the school community. These competencies help ensure smooth collaboration, which is essential in executing educational strategies and achieving school performance targets.

**Table 3 - Teachers' Attitudes towards Teaching as Perceived by Themselves**

Items	WM	DV	R
1. Teaching practice is very good experience and should be allowed to continue.	3.71	VG	10
2 Teaching practice is a fun and should be extended to 6 months.	3.55	VG	20
3. I have never been absent from my school location since I was posted	3.75	VG	5
4 I am always regular in reporting to school.	3.69	VG	12.5
5 I am always there at my school location whether have period to teach or not	3.61	VG	18
6 I am always ready with my lesson notes	3.65	VG	15
7 I like to teach my lesson than watching the regular teacher use my period.	3.73	VG	8.5
8. I prefer being supervised by my lecturers	3.63	VG	16
9 I have mutual understanding with my students and the school authority	3.75	VG	5.5
10 I teach all my lessons with instructional materials	3.76	VG	3
11 I am prompt in reporting to school activities.	3.67	VG	14
12 I am diligent in my teaching duty	3.78	VG	1.5
13. I am present in school activities.	3.59	VG	19
14 I report to school ahead of schedule.	3.69	VG	12.5
15 I find a way to improve my teaching and school related activities.	3.73	VG	8.5
16 I mating good relationship with teachers and students	3.78	VG	1.5
17 I am obedient/respectful to school authority	3.71	VG	10
8. I possess the readiness to take instruction/corrections	3.75	VG	5.5
19 I observe decency in dressing.	3.76	VG	3
20 I try my best to excel in my teaching.	3.63	VG	16
<b>Composite Mean</b>	<b>3.69</b>	<b>VG</b>	

Parameters:

1.00 -1.75	VL	Poor
1.76-2.50	L	Fair
2.51-3.25	H	Good
3.26- 4.00	VH	Very Good

Table 3 reveals the teachers' attitudes toward teaching in the First District, Division of Lanao del Sur, with a composite mean of 3.69, described as Very Good. This result implies that teachers generally exhibit a positive work ethic, professional dedication, and a strong commitment to their instructional roles.

The highest-rated items include "I am dedicated and hardworking in fulfilling my teaching duties" and "I foster healthy relationships with both students and fellow teachers," both with a mean of 3.78, reflecting their perseverance and interpersonal strength. These are followed by "I use instructional materials in all my lessons" and "I make sure to dress decently and appropriately," each at 3.76, which highlight teachers' preparedness and professionalism. Statements such as "I have maintained perfect attendance since I was assigned to my school," "I maintain good relationships with both students and school authorities," and "I accept instructions and corrections willingly," all rated 3.75, further affirm their responsible and cooperative attitude. The lowest-rated item, "I find teaching enjoyable and think the practicum should last six months" (3.55), still falls under a Very Good rating, but may suggest mixed views about extending practicum duration.

These findings align with the assertion of Tulio (2008) that teachers are not only instructors but also researchers, mentors, and community participants. Their favorable attitudes reflect their commitment to multiple responsibilities within and beyond the classroom. Tulio emphasized that effective teaching requires a dynamic and evolving professional mindset responsive to school and community needs. Similarly, Acero et al. (2007) highlighted that teaching is a deliberate process involving preparation, delivery, and evaluation, which is evident in the teachers' consistent ratings. The data reinforces the notion that positive teacher attitudes contribute significantly to effective educational outcomes.

**Table 4 - School Performance in the District**

School No.	NAT	Interpretation	Rank
1.	73.60	MTM	15
2.	83.79	MTM	7
3.	82.24	MTM	9
4.	77.20	MTM	11
5.	82.35	MTM	7
6.	84.75	CAM	4.5
7.	71.86	MTM	14
8.	89.10	CAM	1
9.	84.26	MTM	6
10.	71.66	MTM	15
11.	88.53	CAM	2
12.	74.23	MTM	13
13.	75.70	MTM	12
14.	78.13	MTM	10
15.	80.50	MTM	8
16.	86.44	CAM	3
17.	68.50	MTM	16
18.	84.75	MTM	4.5
General Average	<b>79.87</b>	MTM	

Parameters:

95-100	Mastered (M)
86-95	Closely Approximating Mastery (CAM)
66-85	Moving Towards Mastery (MTM)
35-65	Average Mastery (AM)
15-34	Low Mastery (LM)
5 to 14	Very Low Mastery (VLM)
0-4	Absolutely No Mastery (ANM)

Table 4 shows the levels of school performance in the First District of Lanao del Sur by National Achievement Test (NAT) scores. The overall average of all schools is 79.87, which is under "Moving Towards Mastery" (MTM) level. Such an overall performance indicates that though most schools register moderate levels of competency in main learning areas, there still has to be an exertion of effort to pursue higher mastery and academic excellence in the district.

Out of the 18 schools ranked, School No. 8 scored the highest NAT of 89.10 (Rank 1), followed by School No. 11 with a score of 88.53 (Rank 2) and School No. 16 with 86.44 (Rank 3)—all of which fall in the "Closely Approximating Mastery" (CAM) category. School No. 6 and School No. 18 tied on a score of 84.75 (Rank 4.5), with School No. 9 trailing at 84.26 (Rank 6). Schools 2 and 5, with scores above 82, were placed in rank 7. School No. 15 ranked 80.50 (Rank 8), School No. 3 obtained 82.24 (Rank 9), and School No. 14 obtained 78.13 (Rank 10). School No. 4 obtained 77.20 (Rank 11), followed by School No. 13 with 75.70 (Rank 12), School No. 12 with 74.23 (Rank 13), and School No. 7 with 71.86 (Rank 14). Schools 1 and 10 were tied at

Rank 15 with 73.60 and 71.66 marks, respectively. School No. 17 had the worst performance with a score of 68.50, ranked 16th.

These findings are consistent with Thorndike's Connectionism Theory, which highlights readiness, practice, and the impact of experience on learning. Consistent with Thorndike's suggestion, successful learning takes place where people are ready, practice continually, and are encouraged by satisfying consequences. Tulio (2000) stressed that reinforcement improves performance, and this supports the belief that enhancing feedback mechanisms and learner participation will enhance school results. The available data shows the necessity of focused academic support and instructional quality improvement in order to enable schools to transition from MTM to CAM or Mastered levels.

**Table 5 - Relationship between School heads' School leadership practices and Teachers' Attitudes**

Resp. No.	LS		Attitudes		XY
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	
Sum	192.73	728.4382	188.40	696.5900	712.0061
Mean	3.78		3.69		

$r =$

Critical Value of  $r$  at 49 df (0.05) = 0.2761

Result: Insignificant

Ho: Accepted

Table 5 shows the statistical correlation between school heads' school leadership practices and teachers' attitudes in the First District of Lanao del Sur. The calculated Pearson  $r$  of 0.17000 is less than the critical value of 0.2761 at the 0.05 level of significance, which shows no significant relationship. Therefore, the null hypothesis is accepted. That is to say, on the basis of responses that were analyzed, school leadership quality does not have a statistically significant effect on the attitude of teachers towards teaching.

While both leadership behaviors (mean = 3.78) and attitudes of teachers (mean = 3.69) are graded as "Excellent" and "Very Good," respectively, the two are statistically insignificant to each other. This implies that School Heads from all 50 respondent schools, irrespective of their effectiveness in leadership, had no significant impact on positive or negative attitudes of the teachers. The suggestion is that the two variables can be independently cultivated—administrative experience giving rise to school heads' skills, and teachers' attitudes through personal motivation and training.

Miner (2005) accords with the social influence process that seeks to achieve goals, but this study's findings are in line with the trait theory of leadership, which suggests that leadership is based on personal characteristics and not on influence. Miner also quoted Galton and Carlyle's historical writings that indicate leadership as an inherited quality, supporting the argument that school heads might have innate leadership strengths but those might not necessarily influence the attitudes of those under them. Therefore, in this instance, the attitudes of the teachers are determined more by intrinsic factors than their school heads' leadership behaviors.

**Table 6 - Relationship between School head School leadership practices and School Performance**

School	LS		NAT		XY
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	
Sum	68.05	257.2763	1437.59	115472.0163	5434.5052
Mean	3.78		79.87		

$r = -0.15358$

Critical Value of  $r$  at 16 df (0.05) = 0.4683

Result: Insignificant

Ho: Accepted

Table 6 presents the relationship between school heads' school leadership practices and school performance in the First District of Lanao del Sur. The calculated Pearson  $r$  value of -0.15358 is less than the critical value

of 0.4683 at the 0.05 significance level with 16 degrees of freedom. Consequently, the null hypothesis is accepted. This means that there is no statistically significant correlation between school heads' leadership practices and academic performance of their respective schools.

While the leadership score average of school heads was 3.78, which represents a high practice of leadership, the counterpart school performance, represented by NAT mean score of 79.87, is in the "Moving Towards Mastery (MTM)" range. School 8 was on top with NAT of 89.10 ("Closely Approximating Mastery"), followed by School 11 (88.53), School 16 (86.44), and Schools 6 and 18 (both 84.75). Conversely, School 17 scored the lowest NAT with 68.50, while Schools 1 and 10 scored close to the lowest ranks with 73.60 and 71.66, respectively. Notwithstanding the disparity in performance, the leadership scores were generally high, thereby suggesting a disconnect between performance outcomes and leadership strength.

The irrelevance of the relationship implies that there could be no guaranteed better academic outcomes with high levels of leadership. Resource availability, student socioeconomic status, teacher quality, and parental involvement could all play major roles in school performance. School leaders, as reported in the study, recognized that teaching success is influenced by numerous factors and cannot be guaranteed by leadership behaviors alone.

Miner (2005) characterized school leadership as the exercise of influence to attain common objectives. Again, in this case, the power of such influence seems to be narrow in its ability to convert into concrete academic success. Rather, results support the perception that school success is complex and demands cooperation among the stakeholders rather than mere capable leadership at the top level.

**Table 7 - Relationship between Teachers' Attitudes and School Performance**

School	LS		NAT		XY
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	
<b>Sum</b>	<b>66.43</b>	<b>245.2575</b>	<b>1437.59</b>	<b>115472.0163</b>	<b>5308.4560</b>
<b>Mean</b>	<b>3.69</b>		<b>79.87</b>		

$r = 0.37554$ ; Critical Value of  $r$  at 16 df (0.05) = 0.4683; Result: Insignificant;  $H_0$ : Accepted

Table 7 shows teachers' attitude and school performance in the First District of Lanao del Sur. The Pearson  $r$  value that was calculated as 0.37554 is less than the critical value of 0.4683 at the 0.05 significance level with 16 degrees of freedom. The implication is that the null hypothesis is accepted. Accordingly, the relationship between teachers' attitude and school performance in the district is not significant.

Even when the teachers had a high average attitude score of 3.69, which is rated as "Very Good," the school performance corresponding to it, having a NAT mean of 79.87, only crossed the level of "Moving Towards Mastery." The lack of a significant correlation indicates that positive attitudes among teachers do not always result in higher student performance. Variables like student learning habits, background of their families, learning environment, and availability of resources can impact the quality of instruction and overall academic success.

This disconnection means that even with teachers showing high commitment, optimism, and professionalism, these are not enough to drive student achievement unless other contributory factors are addressed. Since the educational process is inherently collaborative between teacher and student, both need to be empowered and engaged. Teachers can work hard to provide quality learning, but without adequate student motivation and readiness, learning achievements remain constrained.

Effective teaching requires not only personal attitude but also teaching and educational awareness, as suggested by Lavrič (2001). The teacher is required to think about his or her teaching methods and whether they suit the needs and conditions of the learner. The best intentions and attitudes need proper context and method to produce success in learning among students.



**Table 8 - Analysis of Variance on the School Heads' School Leadership Practices**

Teachers	Administrative Skills		Technical Skills		Conceptual Skills		Interpersonal Skills		Total
	$X_1$	$(X_1)^2$	$X_2$	$(X_2)^2$	$X_3$	$(X_3)^2$	$X_4$	$(X_4)^2$	
<b>n</b>	51		51		51		51		204
<b>Sum</b>	192.79	729.0372	192.20	725.1600	193.17	732.2500	192.75	728.9063	770.9108
<b>Mean</b>	3.78		3.77		3.79		3.78		

CF= 2915.3534; TSS= 2.1013; BSS = 0.00933; WSS= 2.092

**ANOVA Summary Table**

Source of Variation	df	Sum of Squares	Mean Square	F-Value (Computed)	F-Value (Tabular, 0.05)	Interpretation
Between Groups	3	0.00933	0.00311	0.29748	2.5733	Not Significant
Within Groups	200	2.09200	0.01046			<b>Ho: Accepted</b>
Total	203	2.10130				

**Multiple Comparison Using Scheffé's Test**

Between Groups	F' Value	F*K-1	Interpretation
Administrative vs Technical Skills	0.33084	7.720	Not Significant
Administrative vs Conceptual Skills	0.13009	7.720	Not Significant
Administrative vs Interpersonal Skills	0.00182	7.720	Not Significant
Technical vs Conceptual Skills	0.87585	7.720	Not Significant
Technical vs Interpersonal Skills	0.28353	7.720	Not Significant
Conceptual vs Interpersonal Skills	0.16272	7.720	Not Significant

Table 8 presents the analysis of variance (ANOVA) of the school heads' school leadership practices on four dimensions: administrative, technical, conceptual, and interpersonal skills. The calculated F-value of 0.29748 is less than the tabulated value of 2.5733 at the 0.05 level of significance. This results in the acceptance of the null hypothesis that there is no significant variation among the four dimensions of leadership practices. The average scores across all the domains are very close, with Administrative at 3.78, Technical at 3.77, Conceptual at 3.79, and Interpersonal at 3.78, indicating a uniform level of practice in leadership across all domains.

The Scheffé's Test results also indicate no significant differences between any two pairs of leadership fields. For instance, the F' values of "Administrative vs. Technical Skills" (0.33084), "Administrative vs. Conceptual Skills" (0.13009), and "Technical vs. Interpersonal Skills" (0.28353) are each far less than the critical value of 7.720. This indicates that the school heads in the First District exhibit a balanced performance in every one of the four dimensions of leadership.

Pernick (2001) wrote that the determination of the basic leadership skills required in an organization assists in deciding on what skills a school head has to acquire. Nahavandi (2000) defines a skill as an acquired competence by an individual pertaining to a certain task. He categorized school leadership skills into technical, human, and conceptual. These are all necessary, but the priority of each will vary depending on the role one occupies in the hierarchy. Goleman (2008) contributed to this perspective by recognizing emotional intelligence as a key leadership capability, consisting of self-awareness, self-regulation, motivation, empathy, and social skill. These findings confirm that school heads need and exercise a range of leadership capacities to function effectively.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

Based on the findings of the study, several conclusions were derived. First, there is no significant relationship between the school leadership practices employed by school administrators and the work attitude of teachers. Second, school level of performance is not strongly related to the leadership styles of the school heads regardless of their administrative excellence, technical ability, or interpersonal style. Third, the attitudes of the teachers are not strongly related to the overall performance of the schools. Last, no difference is significant in the leadership styles in the schools among school heads when categorized by administrative, technical, conceptual, or interpersonal characteristics.

### Recommendation

Based on the findings and conclusions, some of the following recommendations are made. The suggested development program is recommended to be presented to the school heads and teachers of the First District as part of their In-Service Training Program for evaluation and implementation. School heads are encouraged to undergo seminars to acquire school leadership skills, specifically administrative, technical, conceptual, and interpersonal. Trainers must also be sent to regular trainings and seminars so they can also sustain their own positive attitudes and improve their own teaching skills.

Further, the Department of Education Lanao del Sur Division must also conduct regular evaluation of school administrators' leadership styles and teacher attitudes and use the results to guide and inform division-wide training activities. The outcome of the monthly evaluations would be utilized as the foundation for planning capacity-building activities in the future. In addition, school administrators would have to initiate activities aimed at boosting the morale of teachers and reigniting their enthusiasm in teaching. Last but not least, potential studies in the future can explore the following: issues on motivation and attitude of elementary school teachers, attitude towards professional development and growth of school heads, motivation and leadership as performance determinants, motivation and competence of newly appointed school heads, and personality factors and leadership practices that will predict school head performance.

## REFERENCES:

1. Acero, Victorina O. et.al. (2007). Principles of Teaching I. Quezon City: REX Printing Co., Inc.
2. Bryman, A. (2011). Research methods in the study of leadership.
3. Bush, T. (2013). Leadership development for school principals. *Educational Management Administration & Leadership*, 41(1), 3–25. <https://doi.org/10.1177/1741143213477065>
4. Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson.
5. Fiedler, Fred E. (2007). A theory of leadership effectiveness. McGraw-Hill: Harper and Row Publishers Inc.
6. Fullan, M. (2014). The principal 2.0: Three keys to maximizing impact [Handout]. Michael Fullan. [https://michaelfullan.ca/wp-content/uploads/2016/06/14\\_Spring\\_Maximizing-Impact-Handout.compressed.pdf](https://michaelfullan.ca/wp-content/uploads/2016/06/14_Spring_Maximizing-Impact-Handout.compressed.pdf)
7. Goleman, D. (2008). What makes a leader? *Harvard Business Review*, 76(6), 93- 102.
8. Kear, D. J., Coffman, G. A., McKenna, M. C., & Ambrosio, A. L. (2000). Measuring attitude toward writing: A new tool for teachers. *The Reading Teacher*, 54(1), 10-23.
9. Lavrič, Andreja (2001). Teachers' Reflections on their Attitude Toward Students. <http://www.pef.uni-lj.si/atee/978-961-6637-06-0/059-065.pdf>
10. Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational administration quarterly*, 48(3), 387-423.
11. Moore, L. L., & Rudd, R. D. (2004). Leadership skills and competencies for extension directors and administrators. *Journal of Agricultural Education*, 45(3), 22-33.
12. Miner, J. B. (2005). Organizational Behavior: Behavior 1: Essential Theories of Motivation and Leadership. Armonk: M. E. Sharpe.
13. Nahavandi, A. (2000). The art and science of leadership (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

14. Özdemir, G., & Şahin, S. (2016). Development of the technical leadership skills scale in vocational and technical high school administrators: Reliability and validity studies. *Journal of Educational Sciences Research*, 6(1), 135–154. <https://dergipark.org.tr/tr/download/article-file/697631>
15. Pernick, R. (2001). Creating a leadership development program: Nine essential tasks. *Public Personnel Management*, 30(4), 429- 444.
16. Republic Act No. 9155, Governance of Basic Education Act of 2001, § 1–2 (Phil.). (2001). [https://lawphil.net/statutes/repacts/ra2001/ra\\_9155\\_2001.html](https://lawphil.net/statutes/repacts/ra2001/ra_9155_2001.html)
17. Thorndike, E. L. (1927). The law of effect. *The American Journal of Psychology*, 39(2), 212–222. <https://doi.org/10.2307/1415413>
18. Tulio, Doris (2008). *Foundations of Education*, vol.2 (Historical, Philosophical, Legal). Mandaluyong City: National Book Store