

Leadership qualities and administrative tasks performance effectiveness in Capalonga district

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Abstract

This study investigated the relationship between leadership qualities and administrative tasks performance effectiveness among public school heads in Capalonga District. Utilizing a descriptive-correlational quantitative design anchored on Transformational, Instructional, and Contingency leadership theories, data were collected from a census of 28 school heads and 56 purposively selected teachers via validated questionnaires. Results indicated that while school heads demonstrate strong leadership, particularly in vision alignment, growth is required in decisive action and participatory communication. Performance was rated highly effective in resource allocation (WM=3.54) and policy implementation, yet gaps were identified in conflict resolution and public representation. Correlation analysis revealed strong, significant links between leadership traits and administrative effectiveness (p up to .845), specifically in policy implementation and student tracking, though community engagement remained largely independent of leadership strengths. Challenges such as stakeholder engagement (WM=3.31) and heavy administrative workloads were consistently encountered, although findings showed that efficient resource allocation significantly mitigated stakeholder-related difficulties ($p = -.459$). The study concludes that persistent systemic pressures necessitate structured support, leading to the development of Project STREAM (Schoolheads Tapping Resources for Ease in Administrative Management) to streamline documentation and systematize resource mobilization through the Partner-Link Matrix and Digital Kit. Recommendations include the institutionalization of clerical assistance and the district-wide piloting of Project STREAM. Future researchers are encouraged to expand the scope to explore organizational climate and the qualitative lived realities of school administrators.

Keywords: Leadership qualities, administrative effectiveness, school heads, challenges in school management, Project STREAM

1. Introduction

Leadership involves guiding and influencing followers toward shared objectives, a dynamic process intertwined with effective team dynamics (Mullins, 2007; Ogunsaju, 2006). In school administration, this role has evolved from transactional models focused on compliance (Bass, 1985; Ezuizo and Onyemauche, 2007) to transformational leadership, which inspires innovation and aligns actions with organizational goals (Akan, 2011). Northouse (2021) asserts that transformational leaders serve as effective role models, a necessity for educational change and management (Townsend and Cheng, 2000). A principal's effectiveness in administrative tasks hinges on qualities such as intelligence, assertiveness, and charisma (Sharma and Kirkman, 2015; Ames and Flynn, 2007). These attributes are essential for building relationships and commitment (Lunenburg and Ornstein, 2021), directly influencing teachers' perceptions and school management effectiveness (Osarenren-

Osaghae and Irabor, 2018; Chen et al., 2011; Luo and Najjar, 2007). Furthermore, Piccolo and Colquitt (2006) confirmed a positive relationship between these leadership attributes and task performance.

However, school heads face daunting challenges in balancing these roles with daily administrative oversight (Castañeros et al., 2023; Pricellas et al., 2016). In the Capalonga District, this is intensified by DepEd Order No. 002, s. 2024, which shifts administrative duties solely to school heads, exacerbates workloads in a geographically challenging area where distance from division offices complicates compliance. Significant gaps remain in understanding how leadership manifests in such resource-constrained settings. Local schools struggle with inclusive education due to inadequate training and facilities (Barco, 2024), while low digital literacy and connectivity issues hinder governance (Dacer et al., 2025). Additionally, lingering pandemic effects have hampered early childhood development programs, forcing principals to rely on community partnerships despite budget constraints (ECCD Council, 2022). Consequently, this study scrutinizes the relationship between leadership qualities and administrative performance to devise strategic interventions that support school heads in navigating these evolving educational demands.

1.1. Objective of the Study

This study aimed to determine the leadership qualities and administrative task performance effectiveness of public school heads in the Capalonga District. Specifically, it assessed the respondents' leadership attributes in terms of communication skills, decision-making, empathy, adaptability, and vision, alongside their level of effectiveness in administrative domains such as resource allocation, policy implementation, staff supervision, student achievement tracking, and community engagement. Furthermore, the research examined the significant relationships between these leadership qualities and administrative performance, while also identifying the challenges encountered in resource management, stakeholder engagement, administrative duties, educational technology, student management, and curriculum implementation to determine their relationship with task performance. Ultimately, the findings served as the basis for proposing a strategic intervention designed to enhance leadership effectiveness in performing administrative tasks within the school setting.

2. Methodology

This study employed a quantitative descriptive-correlational research design to investigate the leadership qualities, specifically communication skills, decision-making, empathy, adaptability, and vision, and the administrative task performance effectiveness of school heads in the Capalonga District. Through a comprehensive correlational analysis, the research sought to identify potential linkages between these leadership attributes and administrative functions such as resource allocation, policy enforcement, staff oversight, student progress monitoring, and community engagement. Data were gathered using a structured questionnaire utilizing Likert-scale items to measure respondents' perceptions, an approach justified by its ability to describe existing conditions and identify patterns without manipulating variables, rendering it invaluable for educational settings where experimental manipulation is often impractical (Creswell and Creswell, 2017).

2.1. Population, Sample Size, and Sampling Technique

This study focused on the leadership qualities exhibited by all 28 school heads in elementary and secondary public schools within the Capalonga District, Schools Division of Camarines Norte, utilizing a total enumeration method to eliminate sampling error and ensure comprehensive representation of the district's administrators. To capture a rigorous dual-perspective evaluation, 56 teachers, representing two from each school, were selected through purposive sampling based on clear criteria: active service, at least one full school

year of engagement with the current school head, and significant involvement in school management or committee roles to ensure sufficient familiarity with the administrator's behaviors. By integrating the self-assessments of school heads, who are pivotal in overseeing policy implementation and resource management, with the validated perceptions of teachers who directly observe leadership practices in instructional supervision and daily operations, the study achieved a balanced and comprehensive understanding of administrative effectiveness across the district.

2.2. Data Gathering Procedures

Data were collected using a validated researcher-made questionnaire designed to assess leadership qualities, administrative task performance, and challenges, utilizing a 4-point Likert scale recognized for quantifying qualitative judgments (Boone and Boone, 2012). The instrument underwent rigorous validation, including a pilot test with 20 respondents from the Santa Elena District, which confirmed high reliability with Cronbach's Alpha coefficients ranging from 0.880 to 0.967 for leadership constructs and 0.886 to 0.970 for administrative tasks. Following formal approval from the Schools Division Superintendent of Camarines Norte and coordination with the Public Schools District Supervisor, the researcher personally administered and retrieved the survey forms to ensure data completeness. The entire process strictly adhered to ethical standards, prioritizing informed consent, voluntary participation, and the anonymity of respondents through secure data management protocols to ensure the integrity and validity of the findings.

2.3. Statistical Treatment of Data

The statistical analysis was rigorously conducted using SPSS Statistics software version 21 to ensure accuracy and precision in data processing. Descriptive statistics, specifically frequency counts and ranking, were employed to characterize leadership qualities and administrative functions, while the weighted mean based on a 4-point Likert scale was utilized to assess the level of administrative task effectiveness and to evaluate the intensity of challenges encountered by the respondents. To determine the statistical significance of relationships between leadership qualities, administrative task performance, and the challenges faced, Spearman's Rank Correlation Coefficient was applied as the non-parametric test, utilizing the formula

$$r_s = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

to accurately measure the strength of associations within the descriptive-correlational framework.

3. Results and Discussion

3.1. Leadership Qualities of the Respondents

Analysis of leadership qualities in the Capalonga District reveals that communication skills are primarily characterized by the effective articulation of institutional direction, with both school heads ($f=20$) and teachers ($f=40$) identifying the communication of vision and goals as the most prevalent behavior, a finding that supports Leithwood et al. (2020) and Day et al. (2020) who emphasize vision as a core leadership function. Conversely, "active listening" emerged as the least evident trait for both groups (School Heads $f=15$; Teachers $f=35$), indicating a tendency toward directive rather than reciprocal communication, often driven by the necessary prioritization of pre-identified initiatives over new proposals due to resource constraints. While this directive approach ensures clarity in delivering year-end reports and program goals, the lack of participatory dialogue contrasts with the frameworks of Bush (2020) and Nguyen et al. (2021), who argue that effective

leadership necessitates collaborative and two-way engagement to foster teacher learning and authentic shared understanding.

Table 1. Leadership Qualities along Communication Skills

Indicators	School Heads (n=28)		Teachers (n=56)	
	Frequency	Rank	Frequency	Rank
1. Effectively communicate the school's vision and goals to staff and stakeholders.	20	1	40	1.5
2. Actively listen to the concerns and ideas of others.	15	4.5	35	5
3. Provide clear and timely feedback to staff.	19	2	39	3.5
4. Foster open and transparent communication within the school community.	18	3	39	3.5
5. Adapt their communication style to suit different audiences and situations.	15	4.5	40	1.5

In terms of decision-making, school heads (f=21) prioritized “considering potential consequences,” reflecting a deliberate approach to risk assessment in planning, while teachers (f=41) perceived their leaders as primarily “gathering and analyzing relevant information,” a practice grounded in data-driven management supported by Leithwood et al. (2020) and Liebowitz and Porter (2024). Despite these strengths, critical gaps emerged in “making tough decisions” (School Heads f=14; Teachers f=35) and “involving stakeholders” (Teachers f=35), where a hesitancy to implement necessary but unpopular measures, such as teacher reassignments or strict disciplinary protocols, was evident alongside a tendency to communicate decisions only after they were finalized. This avoidance of conflict and centralization of decision-making often resulted in passive resistance and delayed reforms, directly refuting the principles of effective leadership advocated by Day et al. (2020) and Bush (2020), who argue that decisiveness and participatory engagement are essential for sustaining organizational commitment and long-term school success.

Table 2. Leadership Qualities along Decision-making

Indicators	School Heads (n=28)		Teachers (n=56)	
	Frequency	Rank	Frequency	Rank
1. Gather and analyze relevant information before making decisions.	16	4	41	1
2. Consider the potential consequences and implications of their decisions.	21	1	38	2
3. Involve relevant stakeholders in the decision-making process.	17	2.5	35	4.5
4. Make decisions in a timely and efficient manner.	17	2.5	36	3
5. Willing to make tough decisions when necessary.	14	5	35	4.5

In terms of empathy, both school heads (f = 18) and teachers (f = 40) identified "showing genuine concern for the well-being of the school community" as the most prevalent leadership behavior, a strength observable in real-life practices such as personal welfare checks on staff and relief coordination during typhoons, which aligns with Day et al. (2020) and Daniëls et al. (2023) regarding the importance of relational care and emotional attunement. However, a critical gap exists in the depth of this empathy, as school heads reported the lowest frequency for "actively seeking to understand diverse backgrounds" (f = 12), while teachers noted a lack of "tailoring approaches to meet unique needs" (f = 32), reflected in the scarcity of home visits and uniform application of disciplinary measures without cultural context. This disconnect between general expressions of care and the specific, culturally responsive support required for diverse learners refutes the standards set by Brooks and Brooks (2022) and Gurr (2024), indicating that while Capalonga school heads are generally supportive, they lack the intentionality needed to address the nuanced socio-economic and cultural realities of their specific school communities.

Table 3. Leadership Qualities along Empathy

Indicators		School Heads (n=28)		Teachers (n=56)	
		Frequency	Rank	Frequency	Rank
1.	Demonstrate an understanding of the perspectives and emotions of others.	16	3	35	2
2.	Create a supportive environment where staff and students feel valued.	16	3	33	35
3.	Show genuine concern for the well-being of the school community.	18	1	40	1
4.	Actively seek to understand the diverse backgrounds and experiences of others.	12	5	33	3.5
5.	Tailor their approach to meet the unique needs of individuals.	16	3	32	5

In terms of adaptability, both school heads (f=18) and teachers (f=41) identified "encouraging staff to embrace and adapt to change" as the most prevalent leadership behavior, a strength clearly demonstrated during the transition to the MATATAG curriculum where leaders actively organized orientations and reassured staff, aligning with the findings of Afsar and Umrani (2020) and Leithwood et al. (2020) regarding leadership's role in fostering readiness for innovation. However, significant gaps were observed in other areas: school heads reported the lowest frequency for "continuously striving to improve leadership skills" (f=13), often prioritizing administrative tasks over optional capacity-building, while teachers rated "effectively managing unexpected challenges or crises" lowest (f=31), citing delays in communication during typhoons or technical failures. These deficiencies in continuous professional development and crisis management contrast with the standards advocated by Daniëls et al. (2023) and Gurr (2024), who emphasize that ongoing learning and readiness for emergent disruptions are critical dimensions of effective school leadership.

Table 4. Leadership Qualities along Adaptability

Indicators		School Heads (n=28)		Teachers (n=56)	
		Frequency	Rank	Frequency	Rank
1.	Remain flexible and open to change when circumstances require it.	16	2	36	2.5
2.	Proactively seek out new ideas and approaches to improve the school.	15	3	35	4
3.	Effectively manage and respond to unexpected challenges or crises.	14	4	31	5
4.	Encourage staff to embrace and adapt to change.	18	1	41	1
5.	Continuously strive to improve and develop their leadership skills.	13	5	36	2.5

In the domain of vision, both school heads (f=20) and teachers (f=42) identified the "alignment of activities with the overall vision" as the most prevalent quality, a strength consistently demonstrated through the strategic coherence of SIP projects and MOOE allocation with institutional goals, supporting the findings of Leithwood et al. (2020) and Perez (2023) regarding operational alignment. However, the lowest ratings were assigned to "articulating a clear and inspiring vision" (School Heads f=13; Teachers f=29), reflecting a local tendency to prioritize immediate administrative compliance and operational deadlines over the communication of transformative long-term aspirations. This lack of a compelling forward-looking narrative hinders innovation and collective motivation, a shortfall that contradicts the principles of Leithwood et al. (2020) and Day et al. (2020), who argue that articulating an inspiring vision is foundational for mobilizing stakeholders and sustaining school development.

Table 5. Leadership Qualities along Vision

Indicators		School Heads (n=28)		Teachers (n=56)	
		Frequency	Rank	Frequency	Rank
1.	Articulate a clear and inspiring vision for the school's future.	13	5	29	5
2.	Align the school's activities and initiatives with the overall vision.	20	1	42	1
3.	Engage stakeholders in shaping and refining the school's vision.	17	3.5	38	4
4.	Ensures that the school's vision is consistently communicated and understood.	18	2	39	3
5.	Inspire and motivate others to work towards the shared vision.	17	3.5	40	2

3.2. Level of Effectiveness in Administrative Tasks Performance

Administrative effectiveness in resource allocation within the Capalonga District is rated as highly effective overall, with school heads (WM = 3.32) and teachers (WM = 3.27) prioritizing the efficient use of existing funds and personnel. The highest-rated competency involves ensuring the effective use of available resources (SH WM = 3.54; T WM = 3.34), a form of stewardship that sustains school operations during funding delays and aligns with the findings of Valmores (2021) and Aquino et al. (2021) regarding the maximization of limited assets. Conversely, both respondent groups identified securing additional external funding as the least evident practice (SH WM = 3.00; T WM = 3.11), reflecting systemic constraints and a reliance on internal MOOE funds for maintenance, as observed by Perez (2023) concerning the tendency of Filipino principals to prioritize internal efficiency over external resource mobilization. While these results underscore a high level of proficiency in day-to-day fiscal management, they also highlight a moderate capacity for independent long-term development, emphasizing the need for support systems that enhance the school heads' ability to navigate external partnership and grant-seeking processes.

Table 6. Level of Effectiveness of the Leadership Qualities and Administrative Tasks along Resource Allocation

Indicators	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. The school head develops and implements a budget that aligns with the school's goals.	3.39	HE	3.20	ME
2. The school head ensures efficient and effective use of available resources.	3.54	HE	3.34	HE
3. The school head identifies and secures additional funding sources when needed.	3.00	ME	3.11	ME
4. The school head prioritizes resource allocation based on the school's needs and priorities.	3.36	HE	3.25	HE
5. The school head monitors and adjusts resource allocation as circumstances change.	3.32	HE	3.23	ME
Overall Weighted Mean	3.32	HE	3.27	HE
<i>Rating Scale:</i>				
<i>3.25 – 4.00</i>				
<i>2.50 – 3.24</i>				
<i>1.75 – 2.49</i>				
<i>1.00 – 1.74</i>				
<i>Descriptive Interpretation:</i>				
<i>Highly Effective (HE)</i>				
<i>Moderately Effective (ME)</i>				
<i>Slightly Effective (SE)</i>				
<i>Not Effective (NE)</i>				

Policy implementation in the Capalonga District is evaluated as highly effective (School Head WM = 3.41; Teacher WM = 3.39), with school heads prioritizing the alignment of localized SBM manuals with best practices (WM = 3.46) and teachers identifying strict compliance with national mandates like the MATATAG curriculum as a primary strength (WM = 3.48). This high level of regulatory adherence supports stable school functioning and performance, as corroborated by Liebowitz and Porter (2024) and Valmores (2021).

However, both respondent groups rated "addressing policy implementation concerns" as the least effective area (SH WM = 3.29; T WM = 3.34), citing that administrative bottlenecks and financial reporting often delay prompt troubleshooting of updated grading or monitoring tools. This limitation refutes the problem-solving standard of Bush (2020) and supports the observations of Perez (2023) regarding the administrative constraints on Filipino principals. While systematic policy practice fosters accountability (Day et al., 2020; Leithwood et al., 2020), these results emphasize the necessity for innovations like Project STREAM to alleviate the clerical load that hinders timely responsiveness to policy challenges.

Table 7. Level of Effectiveness of the Leadership Qualities and Administrative Tasks along Policy Implementation

Indicators	School Heads	Teachers
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		Weighted Mean	Interpretation	Weighted Mean	Interpretation
1.	The school head develops and communicates clear policies and procedures for the school.	3.43	HE	3.39	HE
2.	The school head ensures compliance with district, state, and federal policies and regulations.	3.43	HE	3.48	HE
3.	The school head provides training and support for staff to understand and follow policies.	3.43	HE	3.38	HE
4.	The school head regularly reviews and updates policies to align with best practices.	3.46	HE	3.36	HE
5.	The school head addresses any issues or concerns related to policy implementation.	3.29	HE	3.34	HE
	Overall Weighted Mean	3.41	HE	3.39	HE
<i>Rating Scale:</i>					
<i>Descriptive Interpretation:</i>					
3.25 – 4.00	Highly Effective (HE)				
2.50 – 3.24	Moderately Effective (ME)				
1.75 – 2.49	Slightly Effective (SE)				
1.00 – 1.74	Not Effective (NE)				

Staff supervision in the Capalonga District is interpreted as moderately effective overall (SH WM = 3.14; T WM = 3.15), with the highest level of proficiency observed in the recognition of staff contributions and achievements (SH WM = 3.29; T WM = 3.34). This strength, visible through public acknowledgments and school milestones, reinforces morale and aligns with the findings of Nguyen et al. (2021) and Leithwood et al. (2020) regarding recognition-based leadership. Conversely, conflict resolution emerged as the least effective area (SH WM = 2.86; T WM = 2.93), characterized by delays in mediating interpersonal disputes over workloads or assignments, a limitation that refutes the core leadership standards of Day et al. (2020) and Bush (2020). While routine evaluations are consistent, these gaps highlight the necessity for structured conflict management and enhanced professional coaching to sustain high teacher performance and institutional growth (Liebowitz and Porter, 2024; Nguyen et al., 2021).

Table 8. Level of Effectiveness of the Leadership Qualities and Administrative Tasks along Staff Supervision

Indicators		School Heads		Teachers	
		Weighted Mean	Interpretation	Weighted Mean	Interpretation
1.	The school head conducts regular performance evaluations and provides constructive feedback.	3.25	HE	3.27	HE
2.	The school head supports the professional development and growth of staff members.	3.21	ME	3.13	ME
3.	The school head addresses and resolves conflicts or issues among staff members.	2.86	ME	2.93	ME
4.	The school head ensures fair and consistent treatment of all staff members.	3.11	ME	3.11	ME
5.	The school head recognizes and acknowledges the contributions and achievements of staff.	3.29	HE	3.34	HE
	Overall Weighted Mean	3.14	ME	3.15	ME
<i>Rating Scale:</i>					
<i>Descriptive Interpretation:</i>					
3.25 – 4.00	Highly Effective (HE)				
2.50 – 3.24	Moderately Effective (ME)				
1.75 – 2.49	Slightly Effective (SE)				
1.00 – 1.74	Not Effective (NE)				

Student achievement tracking in the Capalonga District is characterized by a strong proficiency in data-informed monitoring, with school heads (WM = 3.20, Moderately Effective) and teachers (WM = 3.29, Highly Effective) identifying the implementation of tracking systems and the analysis of achievement data (WM

= 3.29–3.32) as primary strengths. These results manifest in the systematic review of SF-9 and SF-10 summaries and the use of MELCs-based trackers to identify learning gaps, confirming the leadership models of Shen et al. (2020) and Burić and Kim (2020) regarding the impact of data practices on instructional decisions. However, both groups identified "collaboration with teachers to align instructional practices" as the least effective area (SH WM = 3.11; T WM = 3.23), indicating that while data collection is routine, its collective translation into classroom-level interventions and frequent student recognition remains inconsistent. This collaborative gap refutes the standards of Nguyen et al. (2021) and Leithwood et al. (2020) and suggests that maximizing the benefits of monitoring systems requires a shift from independent classroom-level planning to structured, leader-facilitated instructional alignment (Liebowitz and Porter, 2024; Leithwood et al., 2020).

Table 9. Level of Effectiveness of the Leadership Qualities and Administrative Tasks along Student Achievement Tracking

Indicators	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. The school head implements systems to monitor and track student academic progress.	3.29	HE	3.29	HE
2. The school head analyzes student achievement data to identify strengths and areas for improvement.	3.29	HE	3.32	HE
3. The school head develops and implements targeted interventions for struggling students.	3.21	ME	3.32	HE
4. The school head celebrates and recognizes student achievements and successes.	3.11	ME	3.27	HE
5. The school head collaborates with teachers to align instructional practices with student needs.	3.11	ME	3.23	ME
Overall Weighted Mean	3.20	ME	3.29	HE
<i>Rating Scale: Descriptive Interpretation:</i>				
3.25 – 4.00 <i>Highly Effective (HE)</i>				
2.50 – 3.24 <i>Moderately Effective (ME)</i>				
1.75 – 2.49 <i>Slightly Effective (SE)</i>				
1.00 – 1.74 <i>Not Effective (NE)</i>				

Community engagement in the Capalonga District is rated as highly effective overall (School Head WM = 3.28; Teacher WM = 3.30), with both respondent groups identifying the fostering of partnerships with local organizations as the strongest administrative competency (SH WM = 3.39; T WM = 3.38). This proficiency is demonstrated through active collaboration with barangay councils, LGUs, and civic groups for resource mobilization and disaster preparedness, supporting the observations of Pérez (2023) and Boniao et al. (2020) regarding the role of partnership-building in sustaining school programs. Conversely, the lowest ratings were assigned to public representation (SH WM = 3.18) and seeking community input (T WM = 3.25), as overlapping administrative deadlines and geographical barriers often hinder school heads from attending community forums or integrating stakeholder feedback into early planning stages. This trend, where internal administrative pressures often supersede external consultative processes, aligns with Pérez (2023) but refutes the standards of active listening and visible presence advocated by Brooks and Brooks (2022). While schools successfully sustain projects through local cooperation, these results suggest that improving consultative loops and public visibility is essential to strengthening community trust and goal alignment (Day et al., 2020; Leithwood et al., 2020).

Table 10. Level of Effectiveness of the Leadership Qualities and Administrative Tasks along Community Engagement

Indicators	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation

1.	The school head builds and maintains positive relationships with parents and families.	3.32	HE	3.30	HE
2.	The school head promotes active involvement of the community in school activities and initiatives.	3.25	HE	3.32	HE
3.	The school head represents the school in community events and forums.	3.18	ME	3.27	HE
4.	The school head seeks input and feedback from the community to inform decision-making.	3.25	HE	3.25	HE
5.	The school head fosters partnerships with local organizations and stakeholders.	3.39	HE	3.38	HE
Overall Weighted Mean		3.28	HE	3.30	HE
<i>Rating Scale:</i>					
<i>Descriptive Interpretation:</i>					
3.25 – 4.00		Highly Effective (HE)			
2.50 – 3.24		Moderately Effective (ME)			
1.75 – 2.49		Slightly Effective (SE)			
1.00 – 1.74		Not Effective (NE)			

3.3. Significant Relationship between the Leadership Qualities and Administrative Tasks Performance of School Heads

Spearman's Rho correlation analysis revealed consistently positive and highly significant relationships between school heads' leadership qualities, specifically communication, decision-making, empathy, and vision, and key administrative domains like policy implementation (ρ up to .845) and student achievement tracking (ρ up to .811), confirming that administrative effectiveness is primarily a behavioral process requiring clarity and strategic direction (Leithwood et al., 2020; Liebowitz and Porter, 2024). Communication and decision-making were found to reduce operational ambiguity and prevent stagnation, while empathy served as an internal "people tool" that enhanced staff supervision through teacher loyalty (Burić and Kim, 2020), and vision provided the strategic coherence necessary for effective resource allocation (Shen et al., 2020). Notably, community engagement remained largely independent of internal leadership strengths (ρ range .177 to .271) because external factors like geographical distance and LGU priorities pose structural barriers that behavioral leadership alone cannot overcome (Perez, 2023), refuting the assumption that strong internal leadership inherently yields strong community ties (Brooks and Brooks, 2022). Furthermore, the weak correlation of adaptability indicates that while flexibility is useful in crises, sustained operational improvement relies on structured systems rather than individual modification (Daniëls et al., 2023). These results justify the introduction of Project STREAM's Partner-Link Matrix and Digital Kit, as they provide the systemic support needed to bypass external constraints and administrative overload where individual leadership traits plateau.

Table 11. Test for Significant Relationship between the Leadership Qualities and the Level of Effectiveness as Perceived by the School Heads

Level of Effectiveness	Leadership Qualities									
	Communication Skills		Decision-making		Empathy		Adaptability		Vision	
	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value
Resource Allocation	.696**	.000	.675**	.000	.621**	.000	.354	.064	.635**	.000
Policy Implementation	.845**	.000	.840**	.000	.685**	.000	.393*	.039	.730**	.000
Staff Supervision	.737**	.000	.743**	.000	.797**	.000	.339	.077	.748**	.000
Student Achievement Tracking	.799**	.000	.811**	.000	.799**	.000	.361	.059	.769**	.000
Community Engagement	.206	.292	.217	.267	.271	.163	.222	.257	.177	.368

**Correlation is significant @ 0.01 level (2-tailed)

*Correlation is significant @ 0.05 level (2-tailed)

Spearman's Rho correlation analysis of teacher perceptions (Table 12) identifies communication ($p = .476$ to $.591$), decision-making ($p = .446$ to $.575$), and vision ($p = .327$ to $.479$) as pivotal leadership behaviors significantly linked to all administrative domains, including community engagement. These findings suggest that teachers respond positively to clear messaging and informed decisions, which minimize operational disruptions (Nguyen et al., 2021; Day et al., 2020). Empathy similarly showed strong ties to supervision and student tracking ($p = .556$ and $.519$), confirming that emotionally supportive environments boost teacher efficacy (Burić and Kim, 2020), whereas adaptability's weaker significant links ($p = .304$ to $.332$) indicate that flexibility requires systemic support to impact performance (Daniëls et al., 2023). Ultimately, the moderate correlations for vision reinforce that articulating a clear direction is essential for resource mobilization and purposeful monitoring (Leithwood et al., 2020; Aquino et al., 2021), positioning these leadership qualities as foundational to the effective execution of school functions.

Table 12. Test for Significant Relationship between the Leadership Qualities and the Level of Effectiveness as Perceived by the Teachers

Level of Effectiveness	Leadership Qualities									
	Communication Skills		Decision-making		Empathy		Adaptability		Vision	
	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value
Resource Allocation	.476**	.000	.446**	.000	.280*	.036	.179	.186	.327*	.014
Policy Implementation	.557**	.000	.572**	.000	.453**	.001	.304*	.023	.458**	.000
Staff Supervision	.584**	.000	.552**	.000	.556**	.000	.332	.012	.479**	.000
Student Achievement										
Tracking	.591**	.000	.575**	.000	.519**	.000	.331*	.013	.443**	.001
Community Engagement	.499**	.000	.453**	.000	.403**	.002	.255	.058	.353**	.007

**Correlation is significant @ 0.01 level (2-tailed)

*Correlation is significant @ 0.05 level (2-tailed)

3.4. Challenges Encountered by School Heads in Performing Administrative Tasks

Resource management challenges in the Capalonga District are "oftentimes encountered" (Overall SH WM=2.63; T WM=2.58), with both respondent groups identifying budget constraints as the most frequent difficulty (SH WM=3.07; T WM=2.91). This fiscal strain is observable in schools where insufficient MOOE leads to scaled-down module reproduction and the postponement of minor repairs, validating the findings of Perez (2023) and Aquino et al. (2021) regarding the systemic barriers to effective management in resource-limited Philippine contexts. Conversely, issues related to teacher recruitment and turnover were only "seldom encountered" (SH WM=2.32; T WM=2.21), although geographic isolation still causes localized staffing disruptions and increased workloads in remote sitios, as noted by Boniao et al. (2020) and Valmores (2021). These recurrent limitations in funding and facilities confirm that leadership outcomes are heavily moderated by material and structural conditions (Perez, 2023; Leithwood et al., 2020), emphasizing the need for targeted innovations to bridge resource gaps through systematic mobilization.

Table 13. Challenges Encountered by School Heads in Performing Administrative Tasks along Resource Management

Indicators		School Heads		Teachers	
		Weighted Mean	Interpretation	Weighted Mean	Interpretation
1.	Insufficient funding and resources.	2.75	OE	2.80	OE
2.	High teacher turnover rates.	2.50	OE	2.21	SE
3.	Recruiting and retaining qualified staff.	2.32	SE	2.32	SE
4.	Managing budget constraints.	3.07	OE	2.91	OE
5.	Dealing with outdated or insufficient facilities.	2.50	OE	2.66	OE
Overall Weighted Mean		2.63	OE	2.58	OE

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	<i>Always Encountered (AE)</i>
2.50 – 3.24	<i>Oftentimes Encountered (OE)</i>
1.75 – 2.49	<i>Seldom Encountered (SE)</i>
1.00 – 1.74	<i>Never Encountered (NE)</i>

Stakeholder engagement in the Capalonga District presents a notable perceptual gap, as school heads rated these challenges as "always encountered" (WM=3.31) while teachers perceived them as "oftentimes encountered" (WM=2.90). School heads identified coping with community pressures and handling stakeholder conflicts as their most intense burdens (WM=3.36), exemplified by the frequent negotiations with barangay leaders over the use of school grounds during academic activities. These findings, corroborated by Perez (2023) and Boniao et al. (2020), highlight how external expectations can significantly divert leadership time from instructional duties. Additionally, communication barriers and varying levels of parental involvement (WM=2.79–3.21) reflect the complexities of culturally relevant school-community relationships noted by Brooks and Brooks (2022) and Day et al. (2020). Because school heads serve as the primary interface for external political and representational strain, their heightened exposure to these pressures, which are less visible to teachers, refutes the assumption of shared staff-leader perspectives (Perez, 2023) and justifies the use of Project STREAM's Partner-Link Matrix to transition from stressful ad-hoc negotiations to a more structured, menu-based partnership system.

Table 14. Challenges Encountered by School Heads in Performing Administrative Tasks along Stakeholder Engagement

Indicators	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Lack of parental involvement.	3.29	AE	2.79	OE
2. Coping with community pressures and expectations.	3.36	AE	2.95	OE
3. Building partnerships with local businesses and organizations.	3.32	AE	2.96	OE
4. Engaging with non-English speaking parents or community members.	3.21	OE	2.82	OE
5. Handling conflicts or disagreements among stakeholders.	3.36	AE	2.96	OE
Overall Weighted Mean	3.31	AE	2.90	OE
<i>Rating Scale: Descriptive Interpretation:</i>				
3.25 – 4.00	<i>Always Encountered (AE)</i>			
2.50 – 3.24	<i>Oftentimes Encountered (OE)</i>			
1.75 – 2.49	<i>Seldom Encountered (SE)</i>			
1.00 – 1.74	<i>Never Encountered (NE)</i>			

Administrative duties in the Capalonga District are "oftentimes encountered" (Overall SH WM=2.67; T WM=2.66), with school heads identifying the balancing of multiple responsibilities, such as planning, budgeting, and reporting, as the most significant challenge (SH WM=3.14; T WM=2.84). This constant juggling of competing tasks, such as finalizing liquidation documents alongside school-based planning, severely compresses the time available for systematic classroom observation and instructional focus (Perez, 2023; Leithwood et al., 2020). Although coordinating with limited clerical support staff was rated lowest by school heads (WM=2.11), the lack of dedicated administrative personnel still forces leaders to manually process supply requests and encode data, leading to operational bottlenecks (Valmores, 2021; Liebowitz and Porter, 2024). These findings highlight a critical need for organizational structures and administrative interventions, like the STREAM Digital Kit, to mitigate managerial overload and allow for more effective instructional leadership (Day et al., 2020; Daniëls et al., 2023).

Table 15. Challenges Encountered by School Heads in Performing Administrative Tasks along Administrative Duties

Indicators	School Heads	Teachers
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	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Managing excessive clerical and documentary requirements that limit time for instructional supervision.	2.89	OE	2.82	OE
2. Balancing multiple administrative responsibilities such as planning, budgeting, and reporting.	3.14	OE	2.84	OE
3. Meeting overlapping deadlines and compliance requirements from higher offices.	2.57	OE	2.45	SE
4. Coordinating administrative functions with limited administrative or clerical support staff.	2.11	SE	2.59	OE
5. Keeping up with frequent policy updates and directives from higher education authorities.	2.64	OE	2.59	OE
Overall Weighted Mean	2.67	OE	2.66	OE
<i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 3.25 – 4.00 Always Encountered (AE) 2.50 – 3.24 Oftentimes Encountered (OE) 1.75 – 2.49 Seldom Encountered (SE) 1.00 – 1.74 Never Encountered (NE)				

Educational technology challenges in the Capalonga District are "oftentimes encountered" (Overall SH WM=2.97; T WM=3.04), with school heads citing the rapid adaptation to technological shifts (WM=3.00) and teachers identifying curriculum integration (WM=3.18) as primary difficulties. This friction is observable in the sudden relearning required for E-BEIS updates and the instructional interruptions caused by unstable connectivity, validating the arguments of Nguyen et al. (2021) and Daniëls et al. (2023) that leadership must prioritize continuous professional learning to normalize digital innovation. Furthermore, persistent gaps in staff training and equitable student access (WM=2.96) often force teachers to troubleshoot independently and leave disadvantaged learners without instructional continuity, a reality that refutes the assumption that mere technology introduction ensures instructional improvement (Burić and Kim, 2020). These results highlight that a sustainable digital transition requires combining leadership vision with systematic capacity building (Leithwood et al., 2020; Daniëls et al., 2023), reinforcing the need for Project STREAM's Digital Kit to provide the standardized, simplified tools necessary for easing these technological and administrative burdens.

Table 16. Challenges Encountered by School Heads in Performing Administrative Tasks along Educational Technology

Indicators	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Adapting to changes in educational technology.	3.00	OE	3.02	OE
2. Integrating technology into the curriculum.	2.96	OE	3.18	OE
3. Training staff on new technology tools.	2.96	OE	2.98	OE
4. Ensuring equitable access to technology for all students.	2.96	OE	2.96	OE
Overall Weighted Mean	2.97	OE	3.04	OE
<i>Rating Scale:</i> <i>Descriptive Interpretation:</i> 3.25 – 4.00 Always Encountered (AE) 2.50 – 3.24 Oftentimes Encountered (OE) 1.75 – 2.49 Seldom Encountered (SE) 1.00 – 1.74 Never Encountered (NE)				

Student management challenges in the Capalonga District are interpreted as "oftentimes encountered" (Overall SH WM=2.96; T WM=3.01), with both school heads (WM=3.21) and teachers (WM=3.18) identifying the maintenance of discipline and safety as the primary burden. These results reflect how time-consuming interventions, such as coordinating with barangay officials to manage off-campus loitering, divert leadership focus from instructional planning, a finding corroborated by Leithwood et al. (2020) and Day et al. (2020). Conversely, both respondent groups rated supporting students with special needs lowest (SH WM=2.68; T WM=2.84), exposing a localized gap in specialized training and inclusive resources that forces teachers to

improvise strategies without formal guidance, a weakness noted by Burić and Kim (2020) and Brooks and Brooks (2022). While schools successfully manage recurring absenteeism and minor peer conflicts, these findings emphasize that the structural and resourcing limits documented by Perez (2023) significantly moderate the influence of leadership practices as described by Leithwood et al. (2020). Consequently, implementing Project STREAM is essential to reducing these operational pressures and supporting more comprehensive, equitable learner services.

Table 17. Challenges Encountered by School Heads in Performing Administrative Tasks along Student Management

Indicators	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Maintaining student discipline and safety.	3.21	OE	3.18	OE
2. Addressing diverse student needs.	3.11	OE	3.04	OE
3. Managing bullying or harassment issues.	2.86	OE	3.00	OE
4. Supporting students with special needs.	2.68	OE	2.84	OE
Overall Weighted Mean	2.96	OE	3.01	OE
<i>Rating Scale:</i> <i>Descriptive Interpretation:</i>				
3.25 – 4.00 <i>Always Encountered (AE)</i>				
2.50 – 3.24 <i>Oftentimes Encountered (OE)</i>				
1.75 – 2.49 <i>Seldom Encountered (SE)</i>				
1.00 – 1.74 <i>Never Encountered (NE)</i>				

Curriculum implementation challenges in the Capalonga District reveal a perceptual gap, with teachers rating these difficulties as "always encountered" (WM = 3.26) while school heads perceive them as "oftentimes encountered" (WM = 3.02). Both groups identified aligning curriculum with standardized testing as a primary burden (T WM = 3.27; SH WM = 3.07), which often steers instruction toward assessment preparation at the expense of holistic enrichment, a dynamic corroborated by Leithwood et al. (2020) and Gurr (2024). Teachers expressed significantly higher levels of difficulty implementing new standards like the MATATAG curriculum (WM = 3.25) compared to school heads (WM = 2.96), highlighting a divide between systems-level compliance and classroom-level execution where teachers often bear the brunt of policy translation without sustained hands-on support. This confirms that successful curriculum change necessitates leader-mediated professional learning and systemic resource adjustments to avoid the pitfalls of punitive compliance (Day et al., 2020; Perez, 2023). Consequently, leadership must actively guide these reforms through instructional coaching to ensure consistent and supported classroom practice (Leithwood et al., 2020; Day et al., 2020).

Table 18. Challenges Encountered by School Heads in Performing Administrative Tasks along Curriculum Implementation

Indicators	School Heads		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Implementing new curriculum standards.	2.96	OE	3.25	AE
2. Aligning curriculum with standardized testing requirements.	3.07	OE	3.27	AE
Overall Weighted Mean	3.02	OE	3.26	AE
<i>Rating Scale:</i> <i>Descriptive Interpretation:</i>				
3.25 – 4.00 <i>Always Encountered (AE)</i>				
2.50 – 3.24 <i>Oftentimes Encountered (OE)</i>				
1.75 – 2.49 <i>Seldom Encountered (SE)</i>				
1.00 – 1.74 <i>Never Encountered (NE)</i>				

3.5. Significant Relationship between the Level of Effectiveness of the Leadership Qualities and Administrative Tasks and the Encountered Challenges

Spearman Rank Correlation analysis reveals that school heads with high effectiveness in community engagement utilize partnerships to mitigate resource shortages ($p=1.000$), a finding supported by Leithwood et al. (2020) and Azcoitia et al. (2020) regarding institutional capacity. Conversely, effective resource allocation negatively correlates with stakeholder challenges ($p=-.459$), indicating that fiscal transparency reduces conflict (Abdulrahim and Orosco, 2019). However, heightened efficacy in staff supervision and community outreach correlates with increased administrative burdens ($p=.375$ and $p=.413$), as active leadership generates additional compliance tasks (Sheikh et al., 2024; Eden et al., 2024), while rigorous student achievement tracking exposes underlying behavioral issues ($p=.388$) necessitating intervention (Miramon et al., 2024; Okken et al., 2022). The prevalence of non-significant correlations elsewhere suggests that systemic constraints often persist regardless of leadership competency (OECD, 2019).

Table 19. Test for Significant Relationship between the Level of Effectiveness of the Leadership Qualities and Administrative Tasks and the Encountered Challenges as Perceived by the School Heads

Challenges Encountered	Level of Effectiveness									
	Resource Allocation		Policy Implementation		Staff Supervision		Student Achievement Tracking		Community Engagement	
	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value
Resource Management	.170	.388	.174	.377	.346	.071	.258	.185	1.000**	.000
Stakeholder Engagement	-.459*	.014	-.279	.150	-.082	.677	-.322	.095	.099	.615
Administrative Duties	.180	.359	.287	.138	.375*	.049	.371	.052	.413*	.029
Educational Technology	.146	.458	.207	.290	.188	.337	.299	.122	.109	.581
Student Management	.320	.096	.352	.066	.284	.143	.388*	.041	.136	.491
Curriculum Implementation	.113	.566	.314	.104	.260	.182	.303	.117	.263	.177

**Correlation is significant @ 0.01 level (2-tailed)

*Correlation is significant @ 0.05 level (2-tailed)

Spearman's Rho correlation analysis of teacher perceptions (Table 20) indicates that most leadership effectiveness domains, including resource allocation, policy implementation, and supervision, share weak and statistically insignificant relationships with the challenges teachers encounter ($p > 0.05$), suggesting that classroom-level difficulties like large class sizes or material shortages are viewed as structural constraints independent of school head competency (Pervin and Mokhtar, 2022; Xuan Mai and Thanh Thao, 2022). However, a significant negative correlation emerged between student achievement tracking and stakeholder engagement challenges ($\rho = -.301$, $p = .024$), implying that when teachers possess clear, objective data on student progress, such as during card-giving days, conflicts with parents decrease. While this data-driven approach facilitates smoother stakeholder interactions, the broader lack of correlation reinforces the view that accountability-based reforms often intensify workload without resolving fundamental daily hurdles (Saloviita and Consegna, 2019; Shahjahan et al., 2022).

Table 20. Test for Significant Relationship between the Level of Effectiveness of the Leadership Qualities and Administrative Tasks and the Encountered Challenges as Perceived by the Teachers

Challenges	Level of Effectiveness									
	Resource Allocation		Policy Implementation		Staff Supervision		Student Achievement Tracking		Community Engagement	

Encountered	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value	ρ	p -value
Resource Management	.091	.505	.053	.698	.139	.307	-.002	.990	.067	.623
Stakeholder Engagement	-.202	.135	-.162	.233	-.004	.978	-.301*	.024	-.164	.226
Administrative Duties	.175	.197	.214	.114	.175	.198	.143	.291	.201	.137
Educational Technology	.021	.877	.021	.876	.149	.272	.141	.300	.074	.590
Student Management	.101	.457	.093	.497	.212	.118	.204	.132	.143	.294
Curriculum Implementation	-.020	.883	.065	.632	.238	.077	.204	.132	.026	.650

**Correlation is significant @ 0.01 level (2-tailed)

*Correlation is significant @ 0.05 level (2-tailed)

3.6. Proposed Intervention Program

Based on the study's identification of critical administrative bottlenecks, specifically in stakeholder engagement (WM = 3.32–3.36), resource management (WM = 3.07), and burdensome documentation (WM range 2.57–3.14), the researcher developed Project STREAM (Schoolheads Tapping Resources for Ease in Administrative Management). Designed as a strategic, two-pronged innovation, the program addresses external pressures through a "Partner-Link Matrix" and "Menu of Projects" that systematize ad-hoc resource mobilization, while simultaneously mitigating internal administrative overload via the "STREAM Digital Kit," a system of pre-formatted templates for recurring reports. By targeting a 20% reduction in clerical workload, Project STREAM aims to streamline operational compliance, thereby reclaiming vital leadership time to address student management (WM = 3.21) and curriculum implementation (WM = 3.07), effectively shifting the school head's focus from administrative stagnation to proactive instructional supervision.

4. Conclusion and Recommendations

Based on the findings, the study concludes that while school heads in the Capalonga District possess strong leadership qualities and administrative competence, particularly in communication, vision alignment, and resource stewardship, they remain constrained by gaps in crisis management, conflict resolution, and participatory decision-making. Analysis reveals that while strong leadership significantly enhances internal policy implementation and supervision, it is insufficient to overcome external systemic barriers; paradoxically, higher engagement in community relations and monitoring often intensifies exposure to operational challenges. Consequently, to mitigate these persistent structural burdens, the study necessitates the implementation of Project STREAM (Schoolheads Tapping Resources for Ease in Administrative Management), a targeted dual-component intervention designed to systematize resource mobilization via a Partner-Link Matrix and streamline clerical duties through a Digital Kit, ultimately reclaiming vital leadership time for instructional supervision.

To enhance administrative performance, it is recommended that the Schools Division Office and HR units intensify targeted leadership development programs focusing on participatory communication, crisis management, and visionary articulation, while school heads simultaneously adopt structured internal systems to improve conflict resolution and reduce operational strain. To address systemic constraints, the division should institutionalize support for resource mobilization and, most critically, adopt and pilot Project STREAM (Schoolheads Tapping Resources for Ease in Administrative Management). By utilizing the project's Partner-Link Matrix to systematize stakeholder support and the Digital Kit to streamline documentation, the district can effectively mitigate administrative overload and redirect focus toward instructional supervision, a strategy that future researchers are encouraged to validate across larger districts and through broader organizational variables.

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