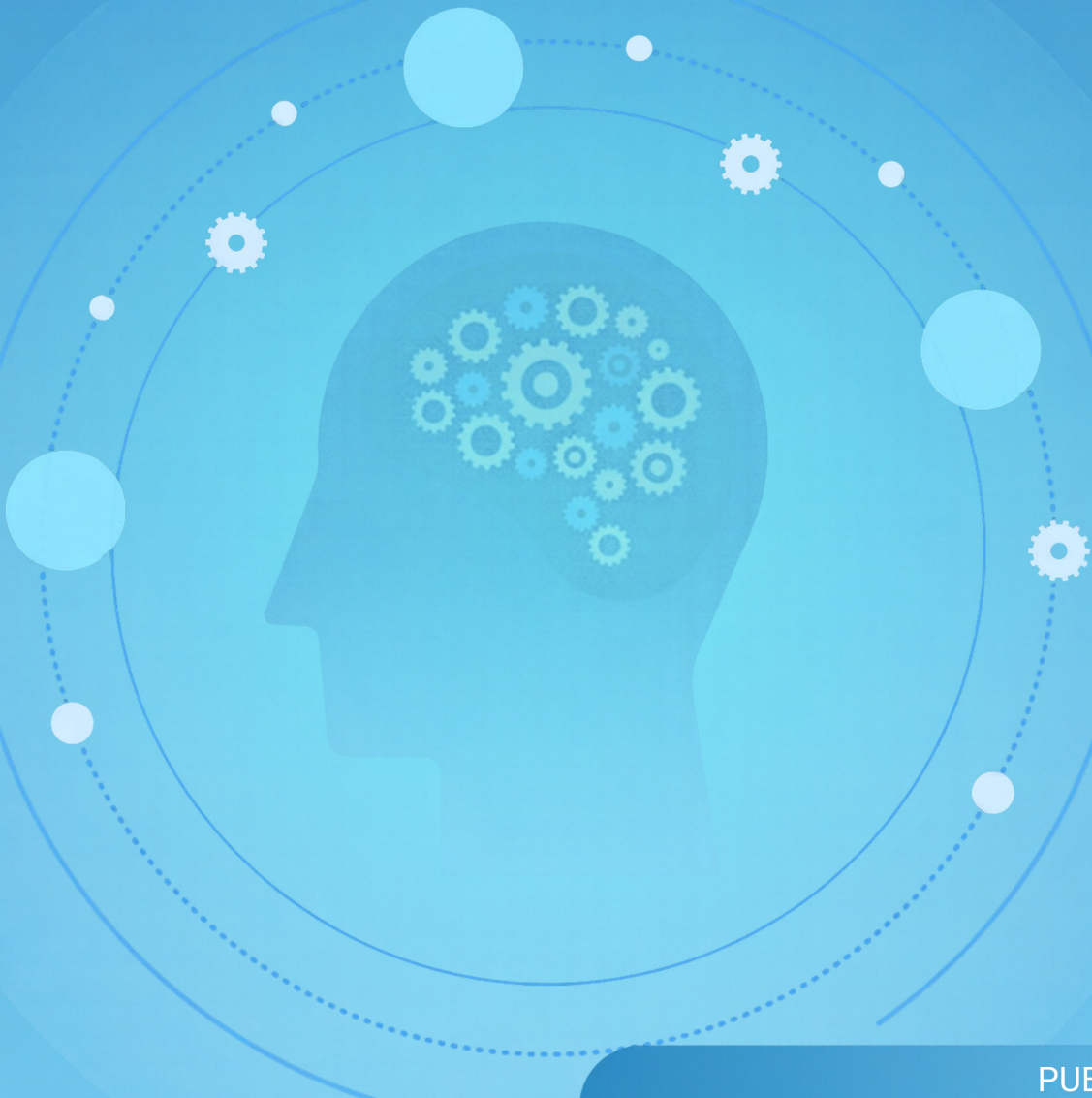




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Leadership, Core Behavioral Skills, and Administration in Public Secondary Schools

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ABSTRACT

Effective school leadership is vital to school management, teacher performance, and quality education. This study examined the leadership skills, core behavioral skills, and administrative practices of public secondary school heads in the Schools Division of Cagayan de Oro City during the school year 2025–2026. It assessed key leadership and behavioral competencies and determined their relationships with administrative practices. A descriptive-correlational design was used, with universal sampling of 105 school heads. Data were gathered through a standardized questionnaire anchored on the Results-Based Performance Management System and the Philippine Professional Standards for School Heads. Frequency, percentage, weighted mean, standard deviation, and Pearson correlation were used. Findings showed high levels of leadership skills, core behavioral skills, and administrative practices. People development was the strongest leadership dimension, while teamwork and innovation were the most evident core behavioral competencies. Managing school operations and resources, and focusing on teaching and learning, were among the strongest administrative practices. The study found significant positive relationships between leadership skills and administrative practices, and between core behavioral skills and administrative practices. The study concludes that effective school leadership requires a combination of people leadership, professional behavior, instructional leadership, strategic management, and administrative competence. It recommends needs-based leadership development, mentoring and coaching, stronger results-focused practices, ongoing instructional leadership training, stakeholder engagement, reflective practice, and individualized professional development plans to support the continued growth of school heads.

INTRODUCTION

Background of the Study

Every year, school heads in the Department of Education are assessed using the Office Performance Commitment and Review Form (OPCRF) to align with strategic goals, with a focus on evidence-based monitoring and developmental planning to improve overall organizational efficiency, accountability, and learning outcomes. Its major purpose is to improve performance. It is anchored on DepEd Order No. 2, s. 2015, otherwise known as the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, and DepEd Order No. 24, s. 2020, titled National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH).

The performance review covers school heads' leadership skills, behavioral attributes, and administrative practices. These skills, attributes, and work practices may differ. These differences may affect how they lead, communicate, make decisions, and manage school operations. As a result, they can affect teachers' performance, the consistent implementation of school programs, and gaps in learning outcomes. One factor that could influence their administrative functions and responses to organizational challenges is the working environment and the school setting.

This shows that school heads do not lead and manage

in exactly the same way because their skills are shaped by their personal background, work experience, training, and school situation. Understanding these disparities is important because it provides a basis for identifying areas that require further professional development and policy support to strengthen school leadership and improve educational outcomes.

Moreover, various local and international studies have found that a school head's leadership and core behavioral skills influence their effectiveness within the school organization and contribute to successful management. Leithwood *et al.* (2021), state that, next to classroom instruction, leadership practices greatly affect school outcomes. Lepardo and Caingcoy (2021) noted that administrative practices and school performance result from strong leadership competencies in leading people. During the pandemic, Bacalso (2024) found that school heads with effective leadership and positive behavioral skills demonstrated strong instructional supervision and supported teachers by boosting morale.

Inspired by these findings, this study systematically examines the leadership skills, core behavioral skills, and administrative practices of public secondary school heads in the Schools Division of Cagayan de Oro City. Specifically, it aims to determine the levels of leadership skills in terms of leading people, people performance management, and people development; assess core behavioral skills such as self-management, professionalism

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and ethics, result focus, teamwork, service orientation, and innovation; and evaluate administrative practices based on the five PPSSH domains. Beyond descriptive assessment, the study seeks to establish the relationships among these variables, providing empirical evidence on how leadership and behavioral competencies influence administrative practices in the public school context.

LITERATURE REVIEW

This review of related literature explores the leadership and core behavioral skills of school heads and their connection to their administrative practices with reference to the RPMS and PPSH.

Leadership Skills

Leadership skills are abilities to guide people towards a goal. In the school improvement process, school heads hold the beat. They hold the compass of collaboration, communication, and direction of the wider community. Leading also means listening, empathizing, modeling, and adjusting with people from different walks of life. It is a commitment, responsibility, and accountability rolled into one. Leithwood *et al.* (2021) support this, emphasizing that effective school leadership improves teacher performance, strengthens collaboration, and supports better school outcomes.

Leading People

Leading people means guiding, motivating, and uniting teachers and staff toward shared educational goals. This skill matters because it directly influences teacher morale, teamwork, and overall school performance. Lepardo and Caingcoy (2021) found that leading people strongly influenced school performance and noted that school heads who build positive relationships and manage people effectively are more likely to create productive, high-performing schools. Bacalso (2024) supported this finding by examining school leadership practices during the “new normal”. Internationally, Abunaser *et al.* (2025) reported that principals who employed structured performance management strategies, including monitoring, mentoring, and capacity-building, achieved higher instructional effectiveness. Intud and Fernal (2025) supported this by emphasizing the value of transformational leadership in improving teacher performance and school effectiveness. This aligns with Cagape (2024), who stated that strong leadership skills among school heads were related to better performance.

People Performance Management

People Performance Management refers to the process of setting clear work expectations, monitoring performance, giving feedback, and helping employees improve so that individual efforts support the goals of the school or organization. Galang (2025) emphasized that planning, monitoring, and reviewing teacher performance are important in improving teaching quality. Similarly, Gading (2024) noted that teachers need regular feedback,

coaching, mentoring, and evaluation to improve their performance. Likewise, the Department of Education (2025) stressed using coaching, mentoring, feedback, and professional development to strengthen teacher performance.

Ibarra and Guhao (2024) also showed that effective performance management and development contribute to better performance in public schools. Comighud *et al.* (2021) support this, finding that implementing performance planning and commitment leads to effective performance management. Tuico and Callo (2024) also showed that direct supervision, communication, and support from school heads are closely connected with teachers’ work performance. Similarly, Godes and Dioso (2024) reported that effective supervisory practices help school heads monitor teachers and guide them toward better performance.

People Development

People development refers to how school heads drive teachers and staff towards improving their knowledge, skills, and confidence. This can be done through mentoring, coaching, training, feedback, and supporting personal and professional growth. Alegre *et al.* (2024) noted that strong people development skills are linked with better school-based management practices. Similarly, Galdames-Calderón (2023) reported that giving teachers opportunities to grow and participate in decision-making can improve their engagement and teaching practices. These findings show that supporting teachers’ professional growth can help build a stronger and more effective school environment. Simbre, Aquino, and Palad (2023) support this view, finding that principals play important roles in personnel development, performance management, team building, welfare, and recognition, although some areas, such as professional networking, still need improvement. Likewise, Ramos and Bauyot (2024) found that supportive school leadership, collaborative learning, access to resources, and recognition help encourage teachers’ professional growth.

Core Behavioral Skills

Core behavioral skills are personal qualities and work behaviors that guide how school heads carry out their duties and interact with others. These comprise self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. This builds integrity in action, work attitude, and moral belief. Semblante and Sambo (2025) found that school heads’ core behavioral competencies are closely associated with leadership performance, emphasizing the importance of character in carrying out school responsibilities effectively. Together, these skills provide a strong foundation for responsible school leadership.

Self-Management

Self-management is the ability to properly manage and regulate one’s own emotions, time, and responsibilities.

Toledo (2023) found that the school heads were rated “Exemplary” in self-management; thus, they are well-disciplined in managing school operations amid administrative tasks and instructional supervision. Abella and Saluria (2025) likewise noted that self-regulated school heads positively affect teacher performance and decision-making. Further, Abunaser *et al.* (2025) noted that when leaders develop strong self-management, they maintain consistent policy implementation. Their professional behavior, when modeled by others, contributes to organizational. Semblante and Sambo (2025) found that self-management is closely linked with how well school heads perform their duties.

Similarly, Negulo and Canoy (2024) noted that effective leaders need to manage their time, make sound decisions, communicate clearly, and stay committed to their work. Naparan and Tulod (2021) also stressed that clear priorities, proper planning, scheduling, and delegation help school administrators better handle their responsibilities. Goleman (2020) also supports these ideas, explaining that self-awareness and emotional control are important in effective leadership, especially when leaders face pressure and difficult situations.

Professionalism and Ethics

Professionalism and ethics are closely linked to integrity. It means adherence to rules and ethical leadership. In his study, Toledo (2023) observed that school heads’ professionalism was closely associated with teacher trust and compliance with school policies. Ambasa and Labitad (2024) also documented that professionalism promotes positive work attitudes among teachers. Abunaser *et al.* (2025) confirm that leaders who value professionalism and ethics foster a positive organizational culture, encourage commitment, and reduce conflicts. This further indicates that professionalism and ethics deeply influence school effectiveness. Sabello and Oted (2024) found that school leaders practiced ethical leadership through integrity, fairness, people orientation, power sharing, and ethical guidance. Manluyang and Apostol (2024) also found that ethical leadership was significantly related to school culture and the work environment, while Masunag and Guhao (2024) linked ethical leadership with teachers’ organizational commitment. Özdoğan and Sarier (2024) further reported that ethical leadership strengthens trust, organizational justice, motivation, job satisfaction, and commitment among teachers.

Result Focus

Result focus is the ability to target and prioritize long-term outcomes. Local studies by Toledo (2023) and Abella and Saluria (2025) noted that school heads who consistently focus on results strongly influence teachers’ performance and learners’ learning outcomes. Galdames-Calderón (2023) supports this, finding that result-oriented principals systematically monitor progress and adjust strategies, resulting in improved school achievement. Hawlitschek *et al.* (2024) found that principals’ use of

achievement data helps strengthen a culture of using results in school decision-making. Bada *et al.* (2024) also showed that clear school direction and effective instructional program management are positively related to teacher effectiveness. Similarly, Dadores and Perez (2022) found that school administrators perceived a high level of RPMS implementation, showing that results-oriented practices are well established in school management.

Teamwork

Teamwork refers to the ability to collaborate and promote cooperation among staff. Ambasa and Labitad (2024) confirmed that collaborative leadership promotes positive teacher engagement. Calderón (2023) described teamwork as having a leader who encouraged collaboration, shared responsibility, fostered supportive environments and innovation, and built organizational cohesion and school effectiveness. Fuentes and Rodriguez (2024) found that collaborative leadership practices such as shared governance, collaborative decision-making, and stakeholder participation were carried out to a very high degree and were significantly linked to teachers’ performance. Likewise, Intud and Fernal (2025), in their research on school heads, highlighted people management and teamwork as key leadership skills connected to school effectiveness and teacher engagement. Malolos (2024) also demonstrated the importance of the school head’s leadership role in creating the conditions that encourage teacher collaboration.

Service Orientation

Service orientation refers to being willing to help and respond to the needs of learners, teachers, and the community with respect and care. It also means giving timely support and making an extra effort when needed. Abella and Saluria (2025) found that school heads with strong service orientation were better able to involve stakeholders and encourage community participation in school programs. Toledo (2023) also noted that service-oriented leadership can improve teacher satisfaction and support better compliance with school programs. In addition, Abunaser *et al.* (2025) explained that service-focused leaders can build trust, improve the school’s image, and contribute to better learner outcomes. Toledo (2023) reported a strong service orientation among school leaders. Also, he found a significant correlation between behavioral competencies and teacher performance.

Similarly, Cuisson (2024) found that public elementary school heads have a high level of service orientation competency and reported a significant correlation between this competency and their length of service. In addition, Khaldi *et al.* (2024) found that servant leadership was significantly related to teachers’ organizational commitment, highlighting the value of leaders who put others’ and the organization’s needs at the center of their work. He *et al.* (2024) also showed that principals who actively guide and support teachers contribute to their

professional development. Pilpil, Romera, and Lopez (2023) found that stakeholders generally viewed school services positively, but timely and accurate responses to concerns remained important. Legal (2023) also showed that making school services easier and faster through simple, technology-supported processes improved stakeholders' experiences.

Innovation

Innovation refers to creating better ways of doing things using brighter ideas to improve existing programs and practices. It allows school heads and teachers to find practical ways to improve teaching, solve problems, and deliver school programs creatively in response to the demands of the time. Toledo (2023) and Tuang and Quintos (2023) noted that school heads who encouraged teachers to use innovative strategies enhanced teaching quality and problem-solving capacity. Abunaser *et al.* (2025) affirm that innovation is a key driver of educational improvement. Hernandez *et al.* (2023) found that school heads in Bulacan practiced innovative leadership through strategic thinking, creative approaches, action patterns, and interpersonal skills. Similarly, Ortega and Palarisan (2021) highlighted the importance of developing strategies, coordinating people, empowering stakeholders, and responding to changing educational needs. Gabutan *et al.* (2024) found that strong leadership and a supportive environment were linked to greater teacher innovation.

Leading Strategically

Leading Strategically refers to the school head's ability to set clear goals, plan for the future, make sound decisions, and guide the school toward its vision and priorities. It includes using data, school needs, and available opportunities to improve programs and respond to challenges. Barola and Digo (2022) highlighted the multidimensionality of school heads' strategic leadership performance, while Paladio and Padasas (2024) noted that school heads perform well in vision and mission, planning, policy implementation, research and innovation, learner programs, and learner voice. Most recently, Patiga (2025) found that PPSSH practices are evident among heads of public elementary schools and reported a strong relationship between adherence to the standards and school performance, emphasizing the necessity of consistent leadership practices for school improvement.

Managing School Operations and Resources

Managing School Operations and Resources refers to how school heads organize and manage people, finances, facilities, materials, and other school resources. It also involves making sure that school operations are orderly, efficient, transparent, and supportive of teaching and learning. DepEd (2020) emphasizes that school heads should manage these areas efficiently, fairly, transparently, and accountably. Valenzuela and Buenvinida (2021) also showed that school leaders' ability to manage operations and resources is important to overall school

performance. Cardona (2023) further identified this area as a key management competency expected of public school heads. Silva and Andal (2023) also found that school operations governance is associated with school performance in terms of access, quality, and efficiency. Similarly, Tarusan and Nabos (2024) emphasized that when schools address operational and resource issues positively, they achieve school-system performance. McBurnie *et al.* (2021) further explained that access to reliable education data and proper skills in using it can strengthen school management.

Focusing on Teaching and Learning

Focusing on teaching and learning refers to the school head's responsibility to improve the quality of instruction and learner outcomes. This includes guiding teachers, monitoring classroom practices, supporting curriculum implementation, and providing the needed assistance to improve teaching and student learning. Rodulfa (2023) emphasized that a very high level of instructional leadership among school heads impacts students' learning outcomes and teacher efficacy. Claud and Dalisay (2024) found significant relationships between the school heads' supervisory practices and teachers' performance. Likewise, Ulit (2025) stated that instructional leadership characterized by clear academic direction, monitoring, and responsive professional support results in better teaching performance and greater learner engagement. Pana (2024) further emphasized that school heads play an important role in developing teachers' instructional capacity.

Developing Self and Others

Developing self and others refers to the role of school heads in nurturing themselves and others to strengthen leadership. According to the PPSSH, school leaders are presumed to engage in lifelong learning and professional reflection to strengthen personal and professional growth. It centers on the school heads' commitment in ensuring people and team effectiveness. Rosario (2024) showed that school heads can promote teachers' professional development through supportive leadership and meaningful learning opportunities. He *et al.* (2024) also found that principals' instructional leadership supports teachers' ongoing professional development. Madera (2024) further emphasized the value of needs-based training for school heads and recommended providing similar learning opportunities for teachers and staff. Faculo and Yango (2022) found a significant relationship between professional development and school heads' leadership skills, while Agravante, Digo, and Janer (2023) highlighted mentoring and coaching as primary developmental needs for school leaders.

Building Connections

Building connections refers to fostering productive relationships with parents, communities, and external partners. It is based on the belief that education is

everybody's responsibility. As supported by Tuang and Quintos (2023), strong community partnerships enhanced stakeholder support and improved learner outcomes. In the context of community-linked programs, Ramirez *et al.* (2025) reported increased student motivation and school participation. According to Epstein (2020), strong school-community relationships contribute to more robust academic support networks for students.

DepEd (2020), Codilla (2022), and Mandolado and Ancho (2023) support this, emphasizing the importance of school-community partnerships and shared responsibility in education. Tomajin (2022) found that successful school-community partnerships depend on stakeholder involvement, shared decision-making, transparency, and regular communication. Mandolado and Ancho (2023) also showed that active participation by parents, teachers, and community members helps schools implement programs and improve school conditions. De Jesus (2025) further emphasized that communication, interpersonal skills, and problem-solving are important in building strong relationships between school leaders and the community.

Theoretical Framework

The study is based on transformational leadership theory, developed primarily by MacGregor Burns (1978) and further expanded by Bass (1985). Burns defined transformational leadership as a process in which leaders and followers influence one another to higher levels of motivation and morality. Bass went further, asserting that transformational leaders can influence followers in ways that go beyond mere compliance or task completion. They build commitment to common goals, inspire people to develop their capabilities, challenge the status quo, and model values and behaviors that strengthen the organization. Later on, Bass and Riggio (2006) conceptualized transformational leadership in four major dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational Leadership Theory is relevant to the present study because it outlines the duties of school heads and how they translate leadership qualities into school practices. This study explored the leadership skills, core behavioral competencies, and administrative practices of public secondary school heads. Leadership skills include leading people, managing their performance, and fostering their development. Core behavioral skills are self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. These competencies are explored in relation to the school heads' administrative practices in strategic leadership, management of school operations and resources, focus on teaching and learning, development of self and others, and the establishment of connections. The latter domains follow the Philippine Professional Standards for School Heads (PPSSH) as stated in DepEd Order No. 24, s. 2020.

In this context, the school head's transformational

capacities are leadership skills and core behavioral competencies; administrative practices are the organizational expression of these capacities. This is important because transformational leadership is not merely about positive personal characteristics. Leadership matters when these qualities shape the school head's sense of direction, people development, systems management, improvement of teaching and learning, and ability to build relationships within and beyond the school. Thus, the study's theoretical logic is that a school head's consistent actions as an administrator reflect what a school head should be.

Conceptual Framework

This study is anchored on DepEd Order No. 24, s. 2020, or the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH), and DepEd Order No. 2, s. 2015, or the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education. These two policies provide a relevant foundation for examining school heads' leadership skills, core behavioral competencies, and administrative practices.

DepEd Order No. 2, s. 2015 complements the PPSSH by providing a performance-management framework that covers performance target setting, monitoring, evaluation, and development planning for DepEd personnel. It emphasizes systematic management, monitoring, and measurement of performance and the identification of human-resource and organizational-development needs for continuous improvement. It focuses on leadership skills, particularly leading people, people performance management, and people development, as well as core behavioral skills, including self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. These competencies are to be developed and assessed throughout the year.

In this study, the leadership skills and core behavioral competencies of school heads are viewed as important foundations of effective school leadership. Leadership skills enable school heads to communicate effectively, make sound decisions, solve problems, motivate personnel, manage resources, build relationships, and respond to the school's changing needs. At the same time, school heads demonstrate core behavioral competencies through how they conduct themselves, work with others, exercise accountability, demonstrate professionalism, manage different situations, and support the development of teachers and other personnel.

Statement of the Problem

This study aimed to determine the level of leadership, core behavioral skills, and administrative practices among public secondary school heads in the Division of Cagayan de Oro City for the School Year 2025–2026. Specifically, this study sought to answer the following questions:

1. How do the respondents assess their leadership skills in terms of leading people, people performance management, and people development?

2. How do the respondents assess their core behavioral skills, considering self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation?

3. What is the respondents' level of administrative practices based on leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections?

4. Is there a significant relationship between the respondents' level of leadership skills and their administrative practices among public secondary school heads?

5. Is there a significant relationship between respondents' core behavioral skills and their administrative practices?

Scope and Limitations

This study assessed how leadership and behavioral skills influence the administrative practices of public secondary school heads. Anchored on the RPMS and the PPSSH, the study seeks to generate empirical evidence on leadership effectiveness within the public education system. The study is limited to public secondary school heads in the Schools Division of Cagayan de Oro City during School Year 2025–2026. The study includes 105 school heads using universal sampling. The study investigated leadership skills (leading people, people performance management, and people development), core behavioral skills (self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation), and administrative practices based on the five PPSSH domains. The study also considers respondents' profile variables for comparative and correlational analysis. Despite its scope, the study has several limitations. It is confined to a single school division, which may limit the generalizability of the findings to other divisions or regions. The study also relies solely on quantitative data and does not include qualitative methods that could provide deeper contextual insights. Additionally, the study does not control for external factors such as school size, resource availability, and community context. The data collected is not authenticated but is raw.

MATERIALS AND METHODS

This section deals with the methods and procedures used in the study, such as research design, study setting, research respondents, sampling procedure, research instrument, validity and reliability, categorization of variables and system of scoring, data gathering procedure, statistical treatment of data, and ethical considerations.

Research Design

The study employed a descriptive-correlational research design that utilized a quantitative approach. This design is appropriate because it allows the researcher to

systematically describe leadership skills, core behavioral skills, and administrative practices while examining the relationships among these variables. The study aims to determine how leadership competencies, leading people, people performance management, and people development influence core behavioral competencies and how both affect administrative practices, as outlined in the Philippine Professional Standards for School Heads domains. The descriptive-correlational design is suitable because it enables the researcher to capture the status of the independent and dependent variables without manipulating them. It provides a basis for identifying patterns, trends, and relationships in naturally occurring data, offering insights into the degree and direction of association between leadership competencies, behavioral traits, and administrative practices.

Study Setting

The study was undertaken within the Schools Division of Cagayan de Oro City, under the supervision of the Department of Education (DepEd), Philippines. Cagayan de Oro City is a highly urbanized city in Northern Mindanao and serves as an important educational, commercial, and administrative center in the region. The Schools Division provides leadership, supervision, technical assistance, and administrative support to public elementary, secondary, and integrated schools within the city. As an operating unit of DepEd, the division translates national education policies, programs, standards, and guidelines into practices appropriate to the needs and contexts of schools and their communities. The Schools Division of Cagayan de Oro City is an ideal setting for this study because it includes a diverse group of school heads managing schools of varying sizes, resources, and instructional contexts.

Research Respondents

The respondents of the study were the one hundred five (105) secondary public school heads from secondary schools in the Schools Division of Cagayan de Oro City for the School Year 2025-2026. The respondents were considered ideal for this study because they were the primary implementers of leadership and administrative practices as defined by the PPSSH. Their experiences and perceptions provided the necessary data to examine the prevailing leadership skills, core behavioral competencies, and administrative practices, as well as the relationships among these variables.

Sampling Techniques

This study used a universal sampling technique. A total of one hundred five (105) public secondary school heads participated in the study, ensuring full representation of the target population. The use of universal sampling allowed the inclusion of the complete perspectives and self-assessments of all secondary school heads in the division. This approach ensured the collection of comprehensive, reliable, and representative data, enabling an accurate

analysis of leadership and behavioral competencies and their influence on administrative practices within the Schools Division of Cagayan de Oro City.

Research Instrument

The study utilized a standardized survey questionnaire as its primary research instrument. The questionnaire was designed to gather quantitative data on leadership skills and core behavioral skills, based on RPMS and the administrative practices aligned with PPSSH. All items in the questionnaire were rated using a five-point Likert scale, ranging from 1 (Never) to 5 (Always) for Part I and Part II; in Part III, ratings ranged from 1 (Poor) to 5 (Outstanding). The responses were analyzed quantitatively to determine descriptive statistics and correlations among leadership competencies, core behavioral competencies, and administrative practices. A standardized questionnaire ensures data consistency, reliability, and validity, while providing a clear framework for interpreting the relationship between RPMS indicators and the PPSSH domains.

Statistical Treatment of Data

The study used statistical tools appropriate for its descriptive-correlational, quantitative design. The researcher analyzed data from the one hundred five (105) public secondary school heads using weighted mean to determine the extent of leadership skills, core behavioral skills, and administrative practices, while standard deviation assessed the consistency of responses across RPMS-anchored indicators and PPSSH domains. Pearson's Product-Moment Correlation Coefficient

(Pearson r) was used to examine the strength and direction of relationships among the variables, with all hypothesis tests conducted at a 0.05 level of significance. The null hypothesis 1 would be rejected when the p -value is ≤ 0.05 , indicating a statistically significant relationship.

Ethical Considerations

This study strictly observed ethical standards in conducting research involving human participants to protect the dignity and well-being of all respondents. The study rigorously upheld confidentiality and anonymity throughout the research process. No personal identifiers such as names, positions, school assignments, or any information that could reveal respondents' identities appeared anywhere in the study. Each participant was assigned a numerical or coded identifier to protect their privacy. Data were treated with strict confidentiality and used solely for academic and research purposes pertinent to this study; they will not be disclosed to any unauthorized individual or institution.

RESULTS AND DISCUSSION

This section provides the findings and analysis of the data collected during the study. The results are arranged in order, corresponding to the sequence of the problem statements. Tables were also provided to better understand the study's findings.

Results

Problem 1. How do the respondents assess their leadership skills in terms of leading people, people performance, and people development?

Table 1: Summary Table on the Respondents' Leadership Skills

Variables	Mean	SD	Interpretation
Leading People	3.97	0.77	Consistently Demonstrates
People Performance Management	4.47	0.77	Consistently Demonstrates
People Development	4.50	0.78	Role Model
Overall	4.31	0.77	Consistently Demonstrates

*Legend: 4.50 – 5.00 Outstanding/ Role Model
3.50 – 4.49 Very Satisfactory/ Consistently Demonstrates
2.50 – 3.49 Satisfactory/ Most of the Time Demonstrates
1.50 – 2.49 Unsatisfactory/ Sometimes Demonstrates
1.49 and below Poor/ Rarely Demonstrates*

Table 1 summarizes respondents' leadership skills, with an overall mean of 4.31 (SD = 0.77), interpreted as Consistently Demonstrates. This means school heads consistently demonstrate leadership by guiding teachers, monitoring performance, giving feedback, and providing opportunities for staff to grow. Strong leadership skills help school heads make better decisions, solve problems, and encourage teamwork. They also help create a school environment where teachers feel guided, valued, and

motivated to improve. This implies that effective school leadership depends on how well the school head works with people and turns plans into meaningful actions. These situations show that leadership skills are most useful when they help the school head turn challenges into practical actions for teachers and learners. Intud and Fernal (2025) reported that leadership skills improve school and teacher performance. Mercader-Roa and Balanga (2024) also noted that effective school

management depends on leading people, managing performance, and supporting staff development. Similarly, Lepardo and Caingcoy (2021) linked leading people to better school performance, while Faculo and Yango (2022) stressed that continuous professional growth is important for strengthening leadership skills.

The variable people development has the highest mean of 4.50 (SD = 0.78), interpreted as Role Model. This means people development should start with self-development. As the saying goes, we cannot teach what we do not know. If a school leader knows how to improve himself, he can influence his staff. This implies that modeling good and acceptable leadership skills is an effective way to encourage personal and professional development through formal training, mentoring, coaching, technical assistance, professional dialogue, and in-school learning opportunities.

Galdames-Calderón (2023) found that principals can strengthen teachers' professional growth by providing learning opportunities, training, and leadership responsibilities. Similarly, He *et al.* (2024) showed that principals' instructional leadership supports continuous teacher professional development. In the Philippine setting, Panganiban and Tamayo found that mentoring and school heads' support are related to teachers' professional development, while Zheng (2023) emphasized that shared leadership and professional learning communities can further build teachers' confidence and capacity. These studies support the idea that developing people is an important leadership practice because it prepares teachers to take greater responsibility and contribute more to school improvement.

In contrast, leading people has the lowest mean of 3.97 (SD = 0.77), interpreted as Consistently Demonstrates. This means respondents need to consistently improve their ability to influence people, communicate direction, build trust, manage different personalities, advocate for

personnel needs, model. Guiding different personalities, addressing concerns, building trust, and keeping teachers working toward the same goals may require more effort. In schools, this can happen when teachers have different needs, workloads, experiences, or views about school programs. This implies that school heads need to strengthen communication, consultation, teamwork, and conflict management in their daily leadership. Improving this area can help school heads build stronger relationships and gain better cooperation from teachers and staff.

Voelkel *et al.* (2024) found that relationship building, trust, collaboration, and empowerment are important leadership practices that strengthen teachers' collective capacity. Lepardo and Caingcoy (2021) reported that the ability to lead people can lead to better school performance and play a major role in school improvement compared with other competencies. Mercader-Roa and Balanga (2024) found that leadership skills influenced effective School-Based Management. Likewise, Ma and Marion (2024) found that shared leadership can improve teacher collaboration by giving teachers opportunities to participate and work with others. These studies show that leadership becomes stronger when school heads involve teachers, listen to them, and build good working relationships.

Problem 2. How do the respondents assess their core behavioral skills, considering self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation

Table 2 presents the summary of respondents' core behavioral skills, with an overall mean of 4.45 (SD = 0.78), interpreted as Consistently Demonstrates. This means that respondents are grounded in sound moral beliefs and good character competencies. Good leadership is shown not only through plans and decisions, but also through discipline, fairness, a focus on results, teamwork, service, and a willingness to improve existing practices. A school

Table 2: Summary Table of Respondents' Core Behavioral Skills

Indicators	Mean	SD	Interpretation
Self-Management	4.44	0.76	Consistently Demonstrates
Professionalism and Ethics	4.50	0.79	Role Model
Result Focus	4.26	0.78	Consistently Demonstrates
Teamwork	4.51	0.77	Role Model
Service Orientation	4.48	0.79	Consistently Demonstrates
Innovations	4.51	0.79	Role Model
Overall	4.45	0.78	Consistently Demonstrates

Legend: 4.50 – 5.00 Outstanding/ Role Model

3.50 – 4.49 Very Satisfactory/ Consistently Demonstrates

2.50 – 3.49 Satisfactory/ Most of the Time Demonstrates

1.50 – 2.49 Unsatisfactory/ Sometimes Demonstrates

1.49 and below Poor/ Rarely Demonstrates

head shows these skills by staying calm under pressure, acting professionally, completing important tasks, working well with others, responding to school concerns, and finding better ways to solve problems. This implies that strong core behavioral skills help a school head handle school challenges more effectively while keeping people and school goals moving in the same direction.

Bartolome (2024) found that education leaders demonstrated strong competencies in self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation, and these were significantly related to their leadership competencies. Mercader-Roa and Balanga (2024) also emphasized the importance of behavioral competencies in school operations and instructional supervision among public secondary school heads. Similarly, Semblante and Sambo (2025) examined these competencies in relation to school heads' work performance. These studies show that core behavioral competencies matter because they shape how school heads perform their duties, interact with others, and lead the school toward its goals.

Innovation has the highest mean score of 4.51 ($SD = 0.79$), interpreted as Role Model. This means school heads are very open to finding better ways of doing things. They are willing to improve old practices, try useful ideas, and adjust when school needs change to become more creative and open to change. This implies that innovation is a strong part of their leadership because they do not depend only on routine ways of solving problems. It also shows that school improvement is more possible when leaders encourage practical ideas that fit the school's real needs.

Gonzales *et al.* (2024) found that principals generate innovative ideas by studying school problems and developing practical solutions for improvement. Schmitz *et al.* (2023) also showed that school leadership can support teachers in adopting new technologies and practices by creating a supportive learning environment. Similarly, Ninković *et al.* (2023) found that principal support and an innovative school climate encourage teachers to use technology in their work. These studies show that innovative school heads can influence others by trying useful ideas, supporting change, and showing teachers that improvement is possible.

Teamwork also has the highest mean score of 4.51 ($SD = 0.77$), interpreted as Role Model. This means that collaboration enriches creativity across the learning community. The bayanihan spirit offers practical insights into ongoing school challenges. This implies that coordinating with the school governance council and the entire school community allows the school to pool ideas and explore alternative methods to improve. Being a team player as a school head means working with people, not simply giving orders.

Teamwork matters because shared responsibilities make school goals easier to achieve. Malolos (2024) showed that school heads' roles are closely connected to teacher collaboration in public schools. Galdames-

Calderón (2023) also emphasized that shared leadership and teacher participation support school improvement and professional growth. De Jong *et al.* (2023) further found that distributed leadership encourages teachers to seek advice, work together, and look beyond their own classroom responsibilities. Reyes and Apostol (2024) noted a significant relationship between teamwork skills and transformational leadership, with teamwork skills partially mediating the latter's effect on teachers' self-regulation. These studies show that teamwork becomes stronger when school heads create opportunities for people to share ideas, responsibilities, and support.

In contrast, Result Focus had the lowest mean of 4.26 ($SD = 0.78$), interpreted as Consistently Demonstrates. This means the department's weakest link is its focus on learning outcomes. School heads must stay focused on what the school needs to accomplish and ensure plans lead to results. This implies that school heads should reset goals, manage time and resources, constantly monitor progress, delegate tasks, and adjust actions to achieve expected results. This helps school heads focus on activities that truly improve teaching, learning, and school performance.

Being result-focused as a school head means ensuring school plans lead to clear, useful outcomes. This shows up when school heads check learner performance, follow up on intervention programs, complete reports on time, and regularly review school targets. Result focus is also important in how funds are used, teacher performance, attendance, school projects, and other programs because each should show a clear purpose and outcome. A school head also needs to remind teachers and staff of agreed targets while supporting them when they have difficulty. In this way, result focus helps keep the school moving toward real improvement, not just completing activities. Result focus remains an important area in school leadership because it shows how well school heads turn plans, targets, and responsibilities into actual results. Semblante and Sambo (2025) recognized result focus as one of the weaker core behavioral areas among school heads. Similarly, Fabre and Osias (2024), Dimasimpun and Abarquez (2024), and Piquero (2024) emphasized the importance of result-focused behavior in improving performance.

Problem 3. What is the respondents' level of administrative practices based on leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections?

Table 3 presents a summary of respondents' administrative practices across key domains, with an overall mean of 4.50 ($SD = 0.77$), interpreted as Always Practiced. This means respondents value regularly performing important tasks in leading the school, managing resources, supporting teaching and learning, developing staff, and working with stakeholders. This includes setting direction, managing people and resources, supporting teaching and learning, developing teachers, and building good relationships with

Table 3: Summary of Respondents' Administrative Practices

Indicators	Mean	SD	Interpretation
Leading Strategically	4.49	0.77	Often Practiced
Managing School Operations and Resources	4.51	0.78	Always Practiced
Focusing on Teaching and Learning	4.51	0.77	Always Practiced
Developing Self and Others	4.50	0.77	Always Practiced
Building Connections	4.48	0.76	Often Practiced
Overall	4.50	0.77	Always Practiced

Legend: 4.50 – 5.00 Outstanding/ Always Practiced
3.50 – 4.49 Very Satisfactory/ Often Practiced/ Very
2.50 – 3.49 Satisfactory/ Sometimes Practiced
1.50 – 2.49 Unsatisfactory/ Rarely Practiced
0.49 and below Poor/ Rarely Practiced

stakeholders. This implies that good school management requires school heads to balance many responsibilities every day. Effective school leadership depends not only on having good ideas, but also on how well the school head puts those ideas into practice.

Tagra and Mongas (2026) found that stronger administrative qualities were associated with greater teacher involvement in school governance and activities. Nacionales (2024) examined these practices through strategic leadership, school operations and resources, teaching and learning, developing people, and building connections. Ramirez *et al.* (2025) also found high levels of practice across these same leadership areas. Delmonte and Pomarca (2024) further linked school heads' managerial skills to school performance. These studies show that effective administration is not limited to paperwork and school operations but also includes improving instruction, developing people, and working with stakeholders.

Managing School Operations and Resources is one with the highest mean of 4.51(SD = 0.78), interpreted as Always Practiced. This means school heads are especially strong at keeping the school organized and making effective use of people, funds, facilities, and other resources. They can handle daily school needs, such as schedules, reports, safety, budgets, supplies, and staff assignments, in a systematic way. This implies that strong management of operations and resources helps create a stable school environment where teaching, learning, and other programs can continue smoothly. School heads are able to keep school services running even when there are many demands at the same time.

Managing school operations and resources matters because it keeps the school organized and ensures resources support teaching and learning. DepEd (2020) emphasized that school heads should manage people, finances, facilities, and school systems efficiently,

transparently, and accountably. Valenzuela and Buenvinida (2021) also found that effective management of school operations and resources is connected with better school performance. Cardona (2023) further identified this area as an important management competency of public school heads. These studies show that effective school management depends on careful planning, proper resource use, and keeping daily operations focused on school goals.

In addition, Focusing on Teaching and Learning obtained another highest mean of 4.51 (SD = 0.77), interpreted as Always Practiced. This means school heads pay close attention to classroom activities and how well learners are progressing. It also shows that school heads place teaching and learner achievement at the center of many school decisions. This implies that instructional leadership is strong among the respondents because they focus on more than reports, budgets, and other administrative work. It further suggests that school improvement is more likely when the school head closely monitors instruction, supports teachers, and ensures programs lead to better learning outcomes.

Pana (2024) emphasized that instructional leadership helps school heads strengthen teachers' capacity and improve classroom practice. Godes and Dioso (2024) also found that school heads' instructional supervisory practices are significantly related to teachers' performance. Claud and Dalisay (2024) further showed that strong supervisory practices are connected with better teacher performance. These studies support the idea that school heads can improve teaching and learning by observing classes, giving feedback, supporting teachers, and regularly checking learner progress.

In contrast, Building Connections has the lowest mean of 4.48 (SD = 0.76), interpreted as Often Practiced. This means that school heads regularly work with parents, alumni, local officials, community groups,

and other stakeholders, but these partnerships may not be as consistent as other administrative practices. In some schools, stakeholder support may depend on availability, resources, or the concern being addressed. This implies that school heads can still strengthen communication, follow-up, and long-term partnerships with the community. Stronger connections can help the school gain more support for learner programs, school projects, and other needs the school cannot handle alone. Schools should build more lasting partnerships by involving stakeholders in planning, implementation, and monitoring.

Building connections is an important part of school leadership because schools depend on the support and participation of different stakeholders. Pascual (2023) found that school heads' leadership functions are closely linked with the support given by external stakeholders to school programs, projects, and activities. De Jesus (2024) also emphasized that principals need good communication, interpersonal, decision-making, and problem-solving skills to build strong school-community partnerships. Similarly, Arguelles and Sarsale (2025) found that effective stakeholder engagement requires regular

communication, shared decision-making, collaboration, and continuous monitoring of partnerships. Akmad *et al.* (2025) further reported that school heads strengthen school-community relationships by involving stakeholders in decision-making, seeking their feedback, and working with key community members. These studies show that building connections requires more than simply inviting stakeholders to school activities; it involves maintaining trust, open communication, shared responsibility, and long-term cooperation.

Problem 4. Is there a significant relationship between leadership skills and administrative practice among public secondary school heads?

Table 4 showed the results of the test of the significant relationship between leadership skills and administrative practice among public secondary school heads. The statistical analysis reveals compelling findings with consistently low p-values (all $p < 0.05$), indicating a significant relationship; therefore, the null hypothesis is rejected. This means school heads who demonstrate stronger abilities in leading people, managing employee performance, and developing others also exhibit more effective practices in strategic leadership, school

Table 4: Distribution of Significant Relationship between Leadership Skills and Administrative Practices

Leadership Skills		Administrative Practices					
		Leading Strategically	Managing School Operations and Resources	Focusing on Teaching and Learning	Developing self and Others	Building Connections	Overall
Leading People	r	0.6005	0.7008	0.6006	0.9006	0.6007	0.6806
	p	0.0213 S	0.0242 S	0.0231 S	0.0122 S	0.0311 S	0.0224 S
People Performance Management	r	0.8008	0.7005	0.9007	0.9004	0.7008	0.8006
	p	0.0221 S	0.0332 S	0.0311 S	0.0231 S	0.0324 S	0.0284 S
People Development	r	0.5006	0.9008	0.6008	0.8009	0.9009	0.7408
	p	0.0421 S	0.0441 S	0.0101 S	0.0202 S	0.0402 S	0.0313 S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

operations and resource management, focus on teaching and learning, self and staff development, and building professional connections. Rejecting the null hypothesis in each case implies a meaningful connection between leadership skills and administrative practices among public secondary school heads. This also suggests that strengthening leadership skills is more likely to improve their management of school operations, teaching and learning, staff development, and stakeholder relationships.

The strong relationship between leadership skills and administrative practices shows that school heads' leadership is closely tied to how they manage the school. Ferrer *et al.* (2023) found a significant relationship between leadership practices and administrative disposition among public secondary school heads. Mercader-Roa and Balanga (2024) also emphasized the importance of leadership competence in school operations and instructional supervision. Nacionales (2024) further showed that

school heads' leadership practices are connected with stakeholder engagement and school performance. These studies support the idea that stronger leadership skills can go together with better administrative practices.

Leading people showed a significant relationship with administrative practices across all domains ($p < 0.05$). The correlation value of $r = 0.6806$ shows a fairly strong positive relationship, while $p = 0.0224$ confirms that the relationship is statistically significant. This means school heads who are better at guiding, motivating, communicating with, and supporting people also tend to perform better in managing school operations, teaching and learning, staff development, strategic leadership, and building connections. This implies that people-centered leadership is an important part of effective school administration. When school heads build trust and help teachers work toward common goals, their administrative work can also become more organized, responsive, and effective.

The positive relationship between leading people and administrative practices shows that school management strengthens when school heads can guide, involve, and support their people. Ma and Marion (2024) found that distributed leadership strengthens teacher collaboration through shared responsibility and professional learning. Galdames-Calderón (2023) also showed that school improvement is supported when principals develop teachers and involve them in leadership roles. De Jong *et al.* (2023) further found that shared leadership encourages teachers to seek advice, cooperate, and take responsibility beyond their own classrooms. These studies support the idea that effective leadership can help school heads carry out administrative responsibilities more effectively.

Further, people's performance management showed a significant relationship with administrative practices across all domains ($p < 0.05$). The correlation value of $r = 0.8006$ shows a fairly strong positive relationship, while $p = 0.0284$ confirms that the relationship is statistically significant. This means that people performance management is closely connected with how well school heads carry out their administrative responsibilities. School heads who set clear expectations, monitor teachers' work, give feedback, and provide support also tend to manage school operations, teaching and learning, staff development, and stakeholder concerns more effectively. This implies that managing people's performance is not only about giving ratings but also about helping teachers improve so the whole school can perform better.

The strong relationship between performance management and administrative practices shows that managing teachers' performance is closely tied to how school heads lead the school. Comighud (2021) emphasized that goal setting, monitoring, and feedback help align individual performance with school goals. Godes and Dioso (2024) also found that school heads' supervisory practices are significantly related to teachers' performance. Likewise, Landawe *et al.* (2024) showed that supervisory competence and managerial behavior are

significantly associated with teacher performance. These studies support the finding that clear expectations, regular monitoring, feedback, and support can strengthen both employee performance and the administrative work of school heads.

People Development showed a significant relationship with administrative practices across all domains ($p < 0.05$). The correlation value of $r = 0.7408$ shows a fairly strong positive relationship, while $p = 0.0313$ confirms that the relationship is statistically significant. This means school heads who support teacher and staff growth also tend to perform better in administrative practices. In practice, this shows up when school heads provide coaching, training, mentoring, and leadership opportunities that help teachers better handle school responsibilities. This implies that developing people is not separate from school management because stronger, more confident personnel can improve school operations, teaching and learning, and other administrative tasks. Since $p = 0.0313$ is below 0.05, the relationship is statistically significant, so the null hypothesis is rejected.

The significant relationship between people development and administrative practices shows that supporting teacher growth is closely connected to effective school management. Panganiban and Tamayo found that school heads' support and mentoring are significantly related to teachers' professional development. Landawe *et al.* (2024) also found that school heads' supervisory competence and managerial behavior are significantly related to teacher performance, while greater attention to professional development helps teachers improve professionally. Lim (2024) further showed that instructional leadership and planned professional development help strengthen teachers' growth. These studies support the finding that when school heads invest in coaching, mentoring, training, and professional learning, they also strengthen the wider work of the school.

Problem 5. Is there a significant relationship between core behavioral skills and administrative practices among public secondary school heads?

Table 5 presents the distribution of significant relationships between core behavioral skills and administrative practices among secondary school heads. The statistical analysis reveals that all relationships were statistically significant (all $p < 0.05$); therefore, the null hypothesis is rejected. This means school heads who show strong self-management, professionalism, result focus, teamwork, service orientation, and innovation also tend to manage the school more effectively. This implies that good administrative practice is not only about knowing policies and procedures, but also about how the school head behaves, works with people, and responds to school needs. It also suggests that strengthening these behavioral skills can support better decisions, smoother school operations, and stronger leadership in different areas of school management.

Mercader-Roa and Balanga (2024) emphasized that behavioral and leadership competencies are important

Table 5: Distribution of Significant Relationship Between Core Behavioral Skills and Administrative Practices

Core Behavioral Skills		Administrative Practices					
		Leading Strategically	Managing School Operations and Resources	Focusing on Teaching and Learning	Developing self and Others	Building Connections	Overall
Self-Management	r p	0.5003 0.0403 S	0.8007 0.0303 S	0.8006 0.0302 S	0.6089 0.0231 S	0.7801 0.0143 S	0.6981 0.0276 S
Professional and Ethics	r p	0.9003 0.0100 S	0.8008 0.0103 S	0.8006 0.0105 S	0.6006 0.0142 S	0.7054 0.0324 S	0.7615 0.0155 S
Results and Focus	r p	0.9009 0.0102 S	0.8005 0.0301 S	0.7005 0.0201 S	0.5006 0.0142 S	0.7860 0.0432 S	0.7377 0.0236 S
Teamwork	r p	0.5007 0.0402 S	0.8006 0.0301 S	0.8007 0.0303 S	0.6007 0.0104 S	0.8005 0.0202 S	0.7006 0.0262 S
Service Orientation	r p	0.9006 0.0101 S	0.6005 0.0103 S	0.8003 0.0102 S	0.6005 0.0220 S	0.7006 0.0202 S	0.7205 0.0146 S
Innovations	r p	0.8005 0.0241 S	0.8004 0.0301 S	0.7006 0.0203 S	0.5009 0.0304 S	0.9009 0.0110 S	0.7407 0.0232 S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

in school operations and instructional supervision. Semblante and Sambo (2025) also found a significant relationship between school heads' core behavioral competencies and their performance ratings. Gerola and Meimban (2023) further showed that core behavioral competencies form part of the educational management practices of secondary school administrators. These studies support the finding that stronger behavioral skills can help school heads carry out administrative responsibilities more effectively.

Self-management showed a significant relationship with administrative practices across all domains. The correlation value of $r = 0.6981$ shows a moderately strong positive relationship, while $p = 0.0276$ confirms that the relationship is statistically significant. School heads who manage their time, emotions, priorities, and responsibilities well also tend to perform better in areas such as school operations, teaching and learning, staff development, and stakeholder relations. This implies that effective administration begins with a leader's ability to manage themselves before managing others and the school. It also suggests that strengthening self-management can help school heads make better decisions, stay focused during complicated situations, and handle school concerns more effectively.

The significant relationship between self-management and administrative practices shows that managing oneself well is important in managing the school. Semblante

and Sambo (2025) found that self-management was moderately strongly related to school heads' performance. Mercader-Roa and Balanga (2024) also emphasized the importance of behavioral competencies in school operations and instructional supervision. Bartolome (2024) also found significant relationships between self-management and leadership competencies related to people and performance. These studies support the idea that school heads who manage their time, priorities, behavior, and responsibilities well are also better prepared to handle administrative work.

Further, Professionalism and Ethics were linearly related to administrative practices across all domains. The correlation value of $r = 0.7655$ shows a moderately strong positive relationship, while $p = 0.0155$ confirms that the relationship is statistically significant. This means school heads who act fairly, responsibly, and professionally also tend to show stronger administrative practices. In daily school work, this shows in how they handle funds, assign duties, address complaints, follow policies, and make decisions that affect teachers and learners. This implies that good administration depends not only on management skills but also on the school head's values and ethical behavior. Since $p = 0.0155$ is below 0.05, the relationship is statistically significant, which means the finding is unlikely to be due to chance.

The strong relationship between professionalism, ethics, and administrative practices shows that effective school

management is closely linked to the values and behavior of the school head. Archuleta (2025) found that ethical leadership is related to the administrative competence of secondary school administrators across the PPSSH domains. Abing (2024) also showed that personal values and school governance significantly influence leadership practices. Sabello and Oted (2024) further emphasized integrity, fairness, ethical guidance, and people orientation as important practices of public school leaders. These studies support the finding that professionalism and ethics help school heads manage people, resources, instruction, and stakeholder relationships more responsibly.

Teamwork revealed a significant relationship with administrative practices across all domains. The correlation value of $r = 0.7006$ indicates a moderately strong positive relationship, and $p = 0.0262$ confirms it is statistically significant. This means that teamwork is closely connected with how well school heads carry out their administrative work. In practice, this shows up when school heads involve teachers and staff in planning, problem-solving, program implementation, and shared responsibilities. This implies that school administration becomes easier and more effective when people work together instead of depending only on the school head.

The significant relationship between teamwork and administrative practices shows that school management becomes stronger when responsibilities are shared. Ma and Marion (2024) found that distributed leadership helps improve teacher collaboration and shared responsibility. Galdames-Calderón (2023) also showed that involving teachers in leadership roles and school improvement activities strengthens teamwork and professional growth. De Jong *et al.* (2023) further found that shared leadership encourages teachers to seek advice, cooperate, and support work beyond their own classrooms. These studies support the finding that teamwork helps school heads carry out administrative responsibilities more effectively.

Furthermore, Service orientation revealed a significant relationship with administrative practices across all domains. The correlation value of $r = 0.7205$ indicates a moderately strong positive relationship, and $p = 0.0146$ confirms it is statistically significant. This means that school heads who are more responsive to the needs of learners, teachers, parents, and other stakeholders also tend to show better administrative practices. In daily schoolwork, this shows up when a school head listens to concerns, responds to problems, follows up on requests, and ensures school services are delivered properly. This implies that effective school administration is not only about completing reports and following procedures, but also about being attentive and responsive to the people the school serves.

Mercader-Roa and Balanga (2024) emphasized the importance of behavioral competencies in school operations and instructional supervision, while Verano *et al.* (2024) highlighted the importance of communication and stakeholder relationships in handling administrative work. SEAMEO INNOTECH (2014) also identified

stakeholder engagement and managerial leadership as key competencies of effective school heads. Hermanto and Srimulyani (2022) support this, finding that servant leadership can improve teacher engagement and performance. Swart *et al.* (2022) also found that service-centered leadership helps strengthen the school environment, and Zulfikar and Akhairuddin (2022) reported that servant leadership is positively related to school productivity.

Innovation revealed a significant relationship with administrative practices across all domains. The correlation value of $r = 0.7407$ indicates a moderately strong positive relationship, and $p = 0.0232$ confirms it is statistically significant. This means that school heads are open to new ideas and better ways of doing things and continuously forge partnerships with teachers, parents, and other stakeholders. This also means that school heads who are more open to new ideas and better ways of working also tend to show stronger administrative practices. In practice, this may show up in the use of technology, improved school systems, practical interventions, and solutions when resources are limited. This implies that school heads need to remain flexible and willing to improve existing practices to better respond to changing school needs.

CONCLUSION

The study concludes that school heads consistently demonstrate strong leadership and core behavioral skills in performing their administrative duties. The significant relationship between leadership skills and administrative practices reflects a good balance between leading people and managing the school. Moreover, the significant relationship between core behavioral skills and administrative practices indicates that school leaders' strong sense of self-discipline, teamwork, service, flexibility, and responsibility is associated with how they manage the whole school community. Significant differences in leadership skills, core behavioral skills, and administrative practices by age, sex, education, and training experience mean that school heads' abilities to lead and manage a school also vary. School heads develop through continuous learning, professional behavior, practical experience in different situations, and consistency in practice.

Recommendation

The following are recommended based on the findings of the study:

1. Schools should strengthen the use of realistic, workable, and well-reflected self-assessment and profiling to tailor professional growth to school heads' needs. This will support individualized, appropriate coaching and mentoring rather than generic intervention training. This will also serve as a basis for future scholarships and recommendations for higher positions based on the relevance of their competencies.

2. A district-level Focus Group Discussion (FGD)

will be conducted quarterly to share best practices in leadership skills from senior school heads on how they handle issues and concerns in the school.

3. A result-driven Gantt chart should be used to target achievable goals for every school head. The division office will monitor this every term through the Performance Implementation Review (PIR) presentation.

4. The division office will initiate a wider campaign to build connections for all schools depending on their priority needs. The division office should establish and regularly monitor an active, sensible, and functional School Governance Council.

5. Each school head will be required to conduct a timely, relevant, and applicable Learning and Development (Land D) activity with complete attached documents ready for future promotions.

6. The division office will craft a constructive evaluation form to provide a feedback mechanism for school heads to be completed by teachers. This is to improve behavioral skills in the conduct of administrative practices.

7. For future researchers, an attainable Individual Development Plan (IDP) will be available at the beginning of every school year to serve as a guide for differentiated and needs-based leadership training.

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