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Leadership Competencies of School Heads and Their Impact on Organizational Performance in Public Schools

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ABSTRACT

This study examined the relationship between school heads' leadership competencies aligned with the Philippine Professional Standards for School Heads (PPSSH) and organizational performance in public elementary schools in Tubao District, La Union, during School Year 2025–2026. Using a quantitative descriptive-correlational design, the study involved 121 respondents comprising 21 school heads and 100 teachers. Data were collected through a researcher-developed questionnaire and analyzed using weighted means, Pearson correlation, multiple regression, and thematic analysis. Results revealed high leadership competencies across all five PPSSH domains (M = 3.54–3.66), while instructional quality and learner outcomes (M = 3.42) and resource management (M = 3.45) received moderate ratings. Leadership competencies demonstrated a significant positive relationship with organizational performance ($r = .684$, $p < .001$). The regression model explained 50.7% of performance variation, with instructional leadership ($\beta = .312$) and strategic leadership ($\beta = .245$) emerging as the strongest significant predictors. Excessive administrative workload was the leading challenge reported by school heads (85.7%) and teachers (72.0%). The findings indicated a positive association between perceived leadership competencies and organizational performance, with instructional and strategic leadership demonstrating the strongest adjusted statistical associations. District administrators should prioritize instructional supervision, strategic planning, administrative streamlining, and resource support. The study's single-district scope, perception-based assessments, and correlational design limited generalizability and causal interpretation. The findings provide district-specific evidence to inform targeted leadership development initiatives and organizational improvement planning in public elementary education.

Keywords: *Administrative Workload, Instructional Leadership, Leadership Competencies, Organizational Performance, Public Elementary Schools, Strategic Leadership*

1. INTRODUCTION

1.1. Background and Context of the Study

Quality public education depends on effective classroom instruction and on schools' capacity to coordinate personnel, manage resources, and sustain learning-supportive environments. School heads translate educational policy into instructional supervision, professional development, strategic planning, and operational decisions. In a synthesis of research on school principals, Grissom et al. (2021) identified instruction-focused engagement, productive school climate, teacher collaboration, and effective personnel and resource management as important leadership practices. UNESCO (2024) similarly emphasized the importance of educational leaders who set direction, focus on learning, develop people, and foster collaboration. These findings position school leadership as a component of organizational performance rather than a matter of administrative compliance alone. International research further indicates that leadership practices operate within varied school contexts. Soncin et al. (2025) documented different configurations of instructional and distributed leadership across education systems. More recently, the Organisation for Economic Co-operation and Development (OECD, 2026) reported that teachers valued principals who provided instructional feedback, supported professional learning, and engaged school communities. These studies provide broad perspectives but do not substitute for locally grounded assessment. In the Philippines, the Department of Education (DepEd) formally adopted the Philippine Professional Standards for School Heads (PPSSH) through DepEd Order No. 24, s. 2020 (Department of Education, 2020). The framework comprises five domains: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections. The present investigation focused on public elementary schools in Tubao District, Division of La Union, during School Year 2025–2026. The district provided a setting for examining how the five PPSSH domains were perceived by school heads and teachers and how those perceptions related to organizational performance. The inquiry arose from locally observed efforts to maintain school performance amid varied leadership and operational demands.

1.2. Research Problem

Despite clear national expectations for school leadership, the degree to which PPSSH competencies are demonstrated in individual districts and relate to school functioning remains an empirical question. In the present study, organizational performance was considered across four respondent-assessed dimensions: instructional quality and student learning outcomes; teacher performance, engagement, and professional growth; school climate, culture, and stakeholder satisfaction; and resource management, efficiency, and compliance with DepEd policies and standards. Such a multidimensional assessment is important because favorable perceptions in one operational area do not necessarily reflect performance in others. At the national level, the Second Congressional Commission on Education (2025) discussed governance and service-delivery challenges in Philippine education, while the Department of Education (2025) acknowledged staffing and preparation concerns affecting school leadership. Erolpan and Maglantay (2025) reported that perceived PPSSH competencies and performance ratings were not significantly associated with qualifying-examination results among school heads in Tacurong City. By comparison, Patiga (2025) identified a positive relationship between PPSSH manifestation and school performance in another elementary-school sample. Because these investigations involved different outcomes and settings, their findings cannot determine the situation in Tubao District. The district therefore required a context-specific examination of perceived competencies, organizational performance, and implementation challenges.

1.3. Research Gap

Previous research has linked school leadership practices to student outcomes and institutional conditions, but the available findings do not fully address the combination of variables and

respondent perspectives examined here. Tan et al. (2024) synthesized relationships between leadership practices and student outcomes across settings; their review did not evaluate the five PPSSH domains against the specific organizational-performance dimensions used in Tubao District. Soncin et al. (2025) classified leadership patterns internationally, whereas Patiga (2025) examined PPSSH manifestation and school performance in a separate Philippine elementary-school context. A more precise gap concerns the need for district-specific evidence combining school heads' self-assessments and teachers' perceptions, separate PPSSH domains, multiple perceived performance dimensions, statistical associations and predictors, and reported leadership challenges. This study addressed that contextual and analytical gap by examining these elements together within Tubao District. Its contribution lies in providing evidence that may inform locally relevant leadership development without presuming that relationships identified elsewhere apply unchanged to the district.

1.4. Purpose and Objectives of the Study

This study aimed to examine school heads' PPSSH-aligned leadership competencies and their relationship with organizational performance in public elementary schools in Tubao District, Division of La Union, during School Year 2025–2026. Specifically, it sought to assess the five leadership competency domains and four organizational performance dimensions through the perceptions of school heads and teachers; determine whether leadership competencies and organizational performance were significantly related; identify which competency domains statistically predicted perceived organizational performance; and examine challenges encountered by school heads in demonstrating the prescribed competencies. The study also aimed to develop a proposed intervention scheme based on the findings to address identified leadership and organizational performance concerns.

1.5. Significance and Practical Contribution of the Study

The study may assist district and division education officials by identifying perceived strengths and development priorities across the PPSSH domains. For school heads, comparisons between their self-assessments and teachers' evaluations may guide reflection on instructional supervision, personnel development, stakeholder engagement, and school operations. Teachers may benefit indirectly if the evidence informs more responsive leadership support and professional learning opportunities. The proposed intervention scheme is intended to guide locally appropriate capacity-building and school improvement planning rather than provide a universally applicable solution. The study also offers district-level evidence on associations between leadership competencies and perceived organizational performance, providing a basis for subsequent comparative studies and further examination of school leadership practices.

1.6. Sustainable Development Goals (SDG) Alignment

The study aligns with Sustainable Development Goal (SDG) 4, Quality Education, because it examines school leadership competencies related to instructional quality, teacher professional growth, and conditions that support learning. Its findings may guide local efforts to strengthen the management and delivery of public elementary education. It also supports SDG 16, Peace, Justice and Strong Institutions, particularly its emphasis on effective, accountable, and inclusive institutions (United Nations, 2015). The PPSSH domains addressing strategic leadership, policy compliance, resource stewardship, and stakeholder connections provide a relevant institutional-governance basis for this alignment (Department of Education, 2020). These contributions represent potential applications of the findings, not evidence that the study itself achieved either SDG.

2. METHODOLOGY

2.1. Research Design

This study employed a quantitative descriptive-correlational design to examine school heads' leadership competencies and their relationship with organizational performance (Creswell & Creswell, 2023). Descriptive analyses assessed leadership competencies across five Philippine Professional Standards for School Heads (PPSSH) domains and school performance across four dimensions for both groups. Correlation and regression analyses examined relationships and predictive contributions without establishing causation. Thematic analysis additionally examined leadership challenges and coping strategies.

2.2. Research Locale, Population, and Participants or Respondents

The study was conducted in public elementary schools of Tubao District, Schools Division of La Union, during School Year 2025–2026. The population totaled 345 (21 school heads, 324 teachers), with 121 respondents (21 school heads, 100 teachers). Eligible school heads were principals or head teachers employed in the district who had served in their current positions for at least one year. Eligible teachers were licensed, employed in district schools, and had worked under their current school heads for at least one year. Both groups assessed leadership and organizational performance.

2.3. Sampling Technique and Sample Determination

All 21 school heads were included through total enumeration. The teacher sample comprised 100 of the 324 teachers employed in the public elementary schools of Tubao District.

2.4. Research Instrument and Validation

A four-part researcher-developed questionnaire covered respondent profiles; five PPSSH domains—Leading Strategically (8 items), Managing School Operations and Resources (6), Focusing on Teaching and Learning (8), Developing Self and Others (8), and Building Connections (5); four organizational performance dimensions—Instructional Quality and Student Learning Outcomes, Teacher Performance, Engagement, and Professional Growth, School Climate, Culture, and Stakeholder Satisfaction, and Resource Management, Efficiency, and Compliance with DepEd Policies and Standards (5 items each); and challenges and strategies. Parts II and III used a five-point agreement scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Moderately Agree), 4 (Agree), and 5 (Strongly Agree). The thesis adviser reviewed the questionnaire for content validity, consistent with established instrument-development principles (DeVellis & Thorpe, 2021). Pilot testing with 30 school heads and teachers from a neighboring district yielded Cronbach's alpha coefficients of .82–.89 across leadership domains, .90 for organizational performance, and .91 for the overall 58-item instrument.

2.5. Data Gathering Procedure

Following endorsement by the Graduate School, permission was obtained from the La Union Schools Division Superintendent and Tubao District Supervisor. The researcher administered questionnaires during coordinated non-instructional periods, explained the study, and allowed approximately 20–30 minutes to respond. Completed forms were retrieved and checked for completeness. Open-ended responses regarding leadership challenges and strategies were also gathered. Responses were coded and entered into a secure digital spreadsheet for analysis.

2.6. Data Analysis and Statistical Treatment

Data were analyzed using SPSS (Field, 2024). Weighted means and standard deviations summarized leadership competencies and organizational performance. Mean scores were interpreted as very low (1.00–1.49), low (1.50–2.49), moderate (2.50–3.49), high (3.50–4.49), or

very high (4.50–5.00). Pearson's r assessed relationships between competency and performance composite scores at $p < 0.05$. Correlations were classified from negligible (0–.20) to very high (.81–1.00). Multiple regression evaluated the five domains' predictive contributions, including R^2. Open-ended responses were transcribed, coded, and analyzed through six-phase thematic analysis (Braun & Clarke, 2006, 2022).

2.7. Ethical Considerations

The thesis adviser and institutional review committee approved the proposal and instruments. Respondents gave written informed consent, with voluntary participation and withdrawal without adverse consequences. Responses were assigned numerical identifiers and reported in aggregate form. Completed questionnaires and consent forms were secured in a locked cabinet, while electronic records were stored on password-protected systems with restricted access. The researcher stated that participation would not affect respondents' employment, performance ratings, or professional standing and protected confidentiality.

3. RESULTS AND DISCUSSION

3.1. Strategic Leadership Competencies of School Heads

Leading Strategically was rated High (M = 3.66, SD = 0.61), with school heads reporting higher ratings (M = 3.86) than teachers (M = 3.62). Communicating the school's vision, mission, and core values obtained the highest mean (3.90), followed by developing aligned School Improvement Plans (M = 3.85) and integrating institutional goals into school programs (M = 3.83). However, learner participation in decision-making (M = 3.33) and promotion of research and innovation (M = 3.45) were rated Moderate. These findings indicated stronger competencies in strategic planning and communication than in participatory governance and research-oriented leadership. The results aligned with the PPSSH framework (Department of Education, 2020), while UNESCO (2024) emphasized the importance of inclusive decision-making in educational leadership. Similarly, Santos et al. (2024) highlighted the contribution of learner participation to school improvement. Strengthening learner consultation and school-based research could therefore complement existing strategic leadership practices.

3.2. Management of School Operations and Resources

Managing School Operations and Resources received a High rating (M = 3.58, SD = 0.64), with teacher and school-head means of 3.54 and 3.78, respectively. Maintaining accurate school records ranked highest (M = 3.77), followed by transparent financial management (M = 3.70) and personnel management (M = 3.60). Conversely, disaster preparedness and responsiveness to emerging operational challenges both received Moderate ratings (M = 3.45). The results suggested that routine administrative and accountability functions were more developed than proactive risk management. This distinction was consistent with Department of Education (2023) guidelines emphasizing risk-informed infrastructure planning and the resource-management concerns identified by the Second Congressional Commission on Education (2025). Strengthening disaster preparedness, operational monitoring, and resource planning could improve institutional responsiveness while maintaining established administrative practices.

3.3. Instructional Leadership and Support for Learning

Focusing on Teaching and Learning was rated High (M = 3.56, SD = 0.59), with teachers reporting a mean of 3.51 and school heads 3.75. Maintaining a safe and conducive learning environment received the highest rating (M = 3.75), followed by curriculum implementation (M = 3.67) and effective teaching practices (M = 3.63). Monitoring learner achievement (M = 3.56), assessment support (M = 3.52), and instructional feedback (M = 3.50) were also rated High. However, career

awareness (M = 3.38) and consistent learner discipline (M = 3.45) were Moderate. The findings reflected generally favorable instructional leadership practices but indicated areas requiring more systematic learner support. Grissom et al. (2021) emphasized the importance of principals' instructional responsibilities, while Hallinger et al. (2025) identified positive associations between instructional leadership and teacher attitudes. Strengthening instructional feedback, career guidance, and disciplinary practices could help address these comparatively weaker areas.

3.4. Professional Growth, Leadership Development, and Recognition

Developing Self and Others received the lowest overall rating among leadership domains, although it remained High (M = 3.54, SD = 0.62). School heads rated themselves at 3.76, compared with 3.49 among teachers. Commitment to personal professional development ranked highest (M = 3.74), while reflective learning and personnel well-being each obtained 3.60. Professional-development opportunities (M = 3.57), personnel performance management (M = 3.54), and professional networking (M = 3.53) were also rated High. Conversely, personnel recognition (M = 3.34) and developing leadership potential (M = 3.42) were Moderate. These findings suggested that individual professional growth was more consistently demonstrated than formal recognition and leadership development. Hickey et al. (2022) emphasized distributed leadership, while Olmo-Extremera et al. (2024) highlighted collaborative professional learning. Establishing transparent recognition systems, mentoring arrangements, and leadership-development opportunities could address these gaps.

3.5. Stakeholder Relationships and School–Community Connections

Building Connections was rated High (M = 3.56, SD = 0.62), with teacher and school-head means of 3.51 and 3.75. Stakeholder communication received the highest rating (M = 3.65), followed by inclusive practices (M = 3.60), community engagement (M = 3.54), and management of external partnerships (M = 3.53). However, managing school organizations, including parent–teacher and alumni associations, was rated Moderate (M = 3.46). The results indicated that communication was perceived more favorably than the sustained management of stakeholder organizations. Department of Education (2022) guidelines emphasize participatory governance through School Governance Councils, while UNESCO (2024) recognizes community involvement as an important leadership responsibility. Strengthening stakeholder organizations, shared decision-making, and partnership monitoring could improve school–community collaboration.

3.6. Instructional Quality and Learner Outcomes

Instructional Quality and Student Learning Outcomes received a Moderate overall rating (M = 3.42, SD = 0.64), with teachers reporting 3.39 and school heads 3.58. Curriculum implementation (M = 3.52) and varied instructional strategies (M = 3.50) were rated High. However, learner-performance monitoring (M = 3.43), academic achievement (M = 3.38), and the development of critical thinking, creativity, and other twenty-first-century skills (M = 3.28) were Moderate. These findings suggested that favorable instructional practices did not consistently correspond with equally favorable perceptions of learner outcomes. The Second Congressional Commission on Education (2025) similarly emphasized persistent challenges in Philippine basic education, while UNESCO (2024) stressed the importance of learning-centered leadership. Greater attention to assessment results, differentiated instruction, and higher-order thinking activities could strengthen instructional outcomes. Since the findings were perception-based, they should not be interpreted as direct measurements of academic achievement.

3.7. Teacher Performance, Engagement, and Professional Growth

Teacher Performance, Engagement, and Professional Growth was rated High (M = 3.58, SD = 0.58), with teacher and school-head means of 3.53 and 3.77. Teacher collaboration ranked highest (M = 3.65), followed by professional engagement and commitment (M = 3.60), supportive professional environments (M = 3.56), compliance with professional teaching standards (M = 3.55), and participation in professional development (M = 3.52). All indicators were rated High, suggesting generally positive perceptions of teacher performance and collaboration. Nevertheless, professional-development participation obtained the lowest rating within the dimension. These findings aligned with the Philippine Professional Standards for Teachers (Department of Education, 2017) and research emphasizing collaborative professional learning (Olmo-Extremera et al., 2024). Sustaining collaborative practices while expanding relevant professional-development opportunities could support continuous teacher improvement.

3.8. School Climate, Culture, and Stakeholder Satisfaction

School Climate, Culture, and Stakeholder Satisfaction was rated High (M = 3.54, SD = 0.61), with teacher and school-head means of 3.50 and 3.73. Maintaining a safe and inclusive school environment ranked highest (M = 3.70), followed by respect, trust, and collaboration (M = 3.60) and stakeholder satisfaction (M = 3.52). However, recognition of learner and personnel achievements (M = 3.43) and school–community partnerships (M = 3.46) were Moderate. The findings indicated stronger internal school relationships than recognition and external engagement practices. This pattern corresponded with the lower ratings for personnel recognition and stakeholder-organization management in the leadership domains. OECD (2025) emphasized the importance of collaborative professional environments, while UNESCO (2024) identified inclusive leadership as essential to school improvement. Consistent recognition mechanisms and stronger community participation could reinforce the positive school climate.

3.9. Resource Management, Efficiency, and Policy Compliance

Resource Management, Efficiency, and Policy Compliance received a Moderate overall rating (M = 3.45, SD = 0.63), with teachers reporting 3.40 and school heads 3.63. Compliance with Department of Education policies (M = 3.55) and operational transparency (M = 3.50) were rated High. However, financial-resource efficiency (M = 3.46), improvement of school systems (M = 3.38), and adequacy and maintenance of facilities (M = 3.34) were Moderate. These findings suggested that regulatory compliance was perceived more favorably than resource sufficiency and operational improvement. Department of Education (2023) guidelines emphasize evidence-based infrastructure planning, while the Second Congressional Commission on Education (2025) identified resource limitations affecting educational delivery. Regular facilities assessments, systematic maintenance, resource mobilization, and process improvement could address the identified operational concerns.

3.10. Relationship Between Leadership Competencies and Organizational Performance

Pearson correlation analysis revealed a significant positive relationship between overall leadership competencies and organizational performance ($r = .684$, $p < .001$). All five leadership domains demonstrated positive relationships with overall organizational performance: Leading Strategically ($r = .631$), Managing School Operations and Resources ($r = .584$), Focusing on Teaching and Learning ($r = .635$), Developing Self and Others ($r = .598$), and Building Connections ($r = .582$). The strongest domain-specific associations were between instructional leadership and

instructional quality (r = .678), operational management and resource management (r = .638), professional development leadership and teacher performance (r = .615), and stakeholder connections and school climate (r = .622). Overall leadership competencies were also positively associated with instructional quality (r = .648), teacher performance (r = .612), school climate (r = .632), and resource management (r = .592). All reported domain-specific correlations were statistically significant ($p < .001$). These findings indicated that higher perceived leadership competencies were associated with better organizational performance across the assessed dimensions. The results were consistent with Grissom et al. (2021) and Hallinger et al. (2025), who emphasized the relevance of school leadership to instructional and organizational conditions. However, the correlational design did not establish causation.

3.11. Leadership Competencies as Predictors of Organizational Performance

Multiple regression analysis showed that the five leadership domains collectively predicted organizational performance, $F(5, 115) = 23.65$, $p < .001$, with $R = .712$, $R^2 = .507$, and adjusted $R^2 = .486$. The model accounted for 50.7% of the variation in organizational-performance scores. Focusing on Teaching and Learning was the strongest statistically significant predictor ($B = .245$, $\beta = .312$, $t = 4.56$, $p < .001$), followed by Leading Strategically ($B = .185$, $\beta = .245$, $t = 3.42$, $p = .001$). Managing School Operations and Resources showed a borderline regression coefficient ($B = .105$, $\beta = .138$, $p = .050$). Developing Self and Others ($B = .095$, $\beta = .125$, $p = .083$) and Building Connections ($B = .078$, $\beta = .102$, $p = .158$) were not statistically significant unique predictors after adjustment for the other domains. These results suggested that instructional and strategic leadership contributed the strongest independent statistical associations within the model. This finding was consistent with Grissom et al. (2021) and Hallinger et al. (2025), who emphasized the role of instructional leadership in school effectiveness. The non-significant coefficients did not eliminate the practical importance of professional development and stakeholder engagement, which remained positively correlated with organizational performance. Given the observational design, the regression results indicated prediction rather than causal effects.

3.12. Leadership Challenges Reported by School Heads and Teachers

The findings identified several perceived challenges to school leadership practices, as reported by 21 school heads and 100 teachers. Among school heads, heavy administrative workload ranked highest (18 respondents, 85.7%), followed by limited resources and infrastructure (15, 71.4%), stakeholder engagement difficulties (10, 47.6%), teacher resistance to change (8, 38.1%), and personal capacity limitations (6, 28.6%). Teachers similarly identified excessive administrative workload as the leading concern (72 respondents, 72.0%), followed by resource constraints (52, 52.0%), limited support for professional development (45, 45.0%), and inconsistent communication and decision-making (38, 38.0%). Both respondent groups emphasized workload and resource limitations, indicating shared concerns regarding the conditions affecting school leadership. OECD (2026) identified administrative demands as a major challenge for school principals, while the Second Congressional Commission on Education (2025) highlighted structural resource and governance concerns in Philippine education. Bellibaş et al. (2024) also examined relationships among distributed leadership, workload stress, and educator well-being. These findings support administrative streamlining, improved resource allocation, professional-development support, and clearer communication mechanisms.

3.13. Proposed Leadership Development and Organizational Improvement Scheme

Based on the findings, the study proposed an intervention scheme addressing instructional leadership, strategic planning, professional development, stakeholder engagement, resource management, and administrative workload. The recommendations were intended to strengthen existing leadership competencies while addressing comparatively weaker practices and organizational challenges. For instructional and strategic leadership, the proposed measures included structured classroom observations, timely instructional feedback, strengthened learner guidance, periodic review of School Improvement Plans, school-based research initiatives, and learner participation in decision-making. The proposed intervention scheme included two to three classroom observations per teacher per quarter, with instructional feedback provided within 48 hours as suggested implementation targets. These actions addressed the stronger regression associations of instructional leadership (β = .312) and strategic leadership (β = .245), alongside the Moderate ratings for learner participation and research promotion. For personnel development, the scheme emphasized mentoring, succession planning, leadership opportunities, and transparent recognition systems. Resource-management priorities included facilities assessments, maintenance planning, resource mobilization, improved operational procedures, and active stakeholder organizations. To address workload concerns, the plan proposed clearer task allocation, streamlined reporting, administrative support, and professional-development assistance. The proposed scheme aligned with the PPSSH framework (Department of Education, 2020) and recommendations for effective educational leadership and professional collaboration (UNESCO, 2024; OECD, 2026). Its implementation would require coordination among school heads, teachers, stakeholders, and district or division offices. Subsequent monitoring and evaluation would be necessary to determine its effectiveness in strengthening leadership practices and organizational performance.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that school heads in Tubao District demonstrated generally high leadership competencies across the five Philippine Professional Standards for School Heads (PPSSH) domains, while organizational performance varied across the assessed dimensions. Strategic leadership emerged as the strongest-rated competency, whereas Developing Self and Others received the lowest assessment. Organizational strengths were evident in teacher performance, professional growth, and school climate, although instructional quality, student learning outcomes, and resource management required further improvement. School heads provided higher descriptive mean ratings than teachers across the assessed leadership and organizational performance dimensions, reflecting variations in their assessments. A strong, positive, and statistically significant relationship was observed between leadership competencies and organizational performance, with instructional and strategic leadership emerging as the strongest statistically significant predictors in the regression model. However, excessive administrative workload and resource constraints remained prominent challenges. Overall, the findings highlighted the importance of strengthening instructional and strategic leadership while addressing operational barriers to improving school effectiveness.

The District Office and Division Human Resource Unit should prioritize professional development programs emphasizing instructional supervision, curriculum leadership, strategic planning, and data-driven decision-making. Administrative reporting requirements should be reviewed and streamlined, while additional administrative support and designated supervision periods should be considered to reduce school heads' workloads. School heads should strengthen classroom observation practices, provide timely and constructive instructional

feedback, and promote meaningful stakeholder participation in School Improvement Plan development. Greater attention should also be given to personnel recognition, mentoring, leadership development, and professional growth opportunities to address weaknesses in Developing Self and Others. Furthermore, schools should improve instructional resources, learning facilities, student achievement monitoring, and teaching strategies that develop critical thinking and other twenty-first-century skills. The District Office should provide appropriate technical assistance and resources to support these improvements. Future researchers are encouraged to examine leadership competencies across additional districts and evaluate the effectiveness of targeted leadership development interventions.

The study was limited to 121 respondents, comprising 21 school heads and 100 teachers from public schools in Tubao District, which may restrict the applicability of its findings to other educational settings. Leadership competencies, organizational performance, and challenges were assessed through respondents' perceptions, as reflected in the differences between school heads' and teachers' ratings. Although correlation and multiple regression analyses established statistically significant relationships, these findings did not demonstrate causation. Future studies may include broader geographic coverage, additional sources of evidence, and longitudinal or mixed-methods approaches to examine leadership practices and organizational performance across different educational contexts.

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