

Leadership Skills and School Performance of Teachers In-Charge in Integrated Schools

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Abstract. This study explored the leadership skills of Teachers In-Charge (TICs) and their relationship with school performance in selected integrated public schools in Glan, Sarangani Province. Positioned in contexts with no full-time principals, TICs take on multifaceted roles that demand strong instructional leadership, communication, and decision-making abilities. Using a descriptive-correlational design, the study involved 7 TICs and 102 teachers. Data were gathered through validated survey instruments and documentary analysis of school performance records, including NAT Grade 6 and 12, and ELLNA results. Findings revealed that both TICs and their teachers consistently rated the TICs' supervisory, communication, and decision-making skills very high, with no significant differences between self-assessments and teacher ratings. Despite these firm leadership profiles, results of Spearman's rho and multiple regression analyses showed no statistically significant relationship between leadership skills and school performance indicators, nor between the TICs' demographic profiles and their perceived leadership skills. This suggests that while TICs demonstrate effective leadership in their schools, academic performance may be influenced by broader systemic or contextual factors such as resource availability, instructional support, or student needs. This study contributes to the growing literature on non-traditional school leadership, particularly in underserved and decentralized educational settings. It emphasizes recognizing and supporting TICs who lead without formal titles, often under resource constraints. Future research may delve into qualitative dimensions of TIC leadership, explore longitudinal outcomes, or examine the impact of targeted leadership development programs. Strengthening TICs' capacity through professional support and policy frameworks may help translate strong leadership practices into improved school performance in similar rural contexts. The integrated schools of Glan included in this study are: Segafu Esgafu Integrated School, Banlas Integrated School, Tampus Integrated School, Kaltud Integrated School, Gulo Integrated School, Batutuling Integrated School, and Panambalan Integrated School.

Keywords: Instructional leadership; Rural education; School performance; Teachers-In-Charge (TIC); Transformational leadership; Integrated schools.

1.0 Introduction

Education leadership continues to evolve as schools navigate the increasing complexity of teaching and learning environments. Teachers-In-Charge (TICs) in integrated schools—particularly in geographically isolated or underserved communities—simultaneously handle classroom teaching and school leadership responsibilities without full-time principals. In Glan, Sarangani Province, many public integrated schools are led by TICs, but limited attention has been given to how their leadership skills contribute to school performance. Leadership theories such as instructional leadership (Hallinger, 2003) and transformational leadership (Leithwood & Jantzi, 2006) suggest that the effectiveness of school leaders directly influences academic success and overall school functioning. However, these studies often focus on formally appointed principals, leaving a gap in

understanding the unique experiences of Teachers-In-Charge (TICs) who operate without formal designation or support systems.

While previous research by Lumadi (2020) and de Guzman and Pascua (2022) has highlighted the growing relevance of leadership dimensions such as vision-setting, interpersonal relationships, decision-making, and problem-solving in improving learning outcomes and sustaining school operations, empirical studies examining the direct relationship between the leadership skills of TICs and actual school performance indicators remain sparse—particularly within the Philippine public school system.

Thus, this study aims to fill this gap by determining the leadership skills of Teachers-In-Charge (TICs) in selected integrated schools in Glan, Sarangani, and examining how these skills relate to school performance. Specifically, the study addressed the following concerns: What is the level of leadership skills of Teachers-In-Charge as perceived by themselves and by the teachers in their schools, particularly in terms of visionary leadership, instructional leadership, interpersonal relationships, and problem-solving and decision-making skills? What is the level of school performance as measured by the school's academic performance and school governance practices? Is there a significant difference between the self-assessment of TICs and the assessment made by the teachers? Moreover, is there a significant relationship between the level of leadership skills and the overall performance of schools?

This research fills the gap by focusing on a population often overlooked in leadership discourse—teachers-in-charge in small and integrated schools. Given their dual role and constraints, assessing how their leadership competencies affect institutional outcomes is essential. Understanding this dynamic can guide the Department of Education and local educational leaders in crafting policies or interventions that empower TICs, improve administrative efficiency, and enhance student learning. The study holds significance as it intends to contribute empirical data and practical recommendations for strengthening leadership capacity among TICs, particularly in rural and marginalized education settings in the Philippines.

2.0 Methodology

2.1 Research Design

This study utilized a quantitative research approach, specifically a descriptive correlational design. When researchers have no control over the independent variables, they use a descriptive correlational design to look for correlations between them (Lappe, 2000). The primary application of the design is to explain the current conditions and evaluate the link between two phenomena (Calmorin & Calmorin, 2012).

2.2 Research Locale

The study was conducted in the following integrated public schools across Glan, Sarangani Province, a rural municipality characterized by both coastal and remote learning environments: Segafu Esgafu Integrated School, Banlas Integrated School, Tampus Integrated School, Kaltuad Integrated School, Gulo Integrated School, Batutuling Integrated School, and Panambalan Integrated School. In these schools, Teachers-In-Charge (TICs) and their teaching staff collaboratively manage daily operations, implement programs, and deliver education despite limited resources, making the locale ideal for examining leadership in challenging contexts.

2.3 Research Participants

The study involved Teachers-In-Charge (TICs) and their teachers from 7 integrated public schools in Glan, Sarangani. All of these schools are overseen by TICs appointed due to the absence of full-time principals, as authorized under Division Memorandum No. 92, s. 2024. Using purposive sampling for TICs and complete enumeration for teachers, the study gathered insights from all 7 TICs and 102 teachers, a total of 109 respondents, to comprehensively explore leadership dynamics and their impact on school performance across varied educational settings.

2.4 Research Instrument

The study used a modified demographic checklist and a validated survey questionnaire on the leadership skills of Teachers-In-Charge (TICs), with reliability confirmed through Cronbach's alpha and expert validation by six experienced school heads. The instrument's dimensions—supervisory, communication, and decision-making

skills—were grounded in leadership frameworks such as Situational Leadership (Hersey & Blanchard), Path-Goal Theory, and Transformational Leadership (Bass). Each item was aligned with these frameworks to assess behaviors relevant to TICs' roles. The instrument assessed supervisory, communication, and decision-making skills using a Likert scale. It was complemented by a documentary analysis of school performance data, including NAT and ELLNA results, to examine the influence of leadership on academic outcomes.

2.5 Data Gathering Procedure

Upon securing approval from the Department of Education—Sarangani Division and the SKSU Graduate School, the researcher administered validated questionnaires to all participants. The instruments were pilot tested at Glan Central Integrated SPED Center and reviewed by six experienced principals, and they were designed to ensure clarity, reliability, and anonymity of responses. To enrich the findings, documentary analysis of official school records such as NAT and ELLNA results was also conducted, offering objective insights into academic outcomes under the leadership of TICs.

2.6 Ethical Considerations

The researcher strictly adhered to ethical standards throughout the study. Respondents' Participation was entirely voluntary, with the option to withdraw at any time if they felt discomfort or unease. Measures were taken to minimize all potential physical, social, or psychological risks, ensuring the dignity, safety, and well-being of all teacher participants. Confidentiality of the data was always maintained, and respondents' rights were respected to uphold the integrity of the research. Additionally, the study followed academic honesty protocols to prevent plagiarism or research misconduct, ensuring that results were communicated responsibly and ethically. Furthermore, institutional approval was secured from the SKSU Research Ethics Review Committee to ensure adherence to ethical research practices.

2.7 Data Analysis

The collected data were analyzed using descriptive statistics, including means and standard deviations, to describe leadership skills and school performance levels. Inferential statistics, specifically Spearman's rho and multiple regression analyses, examined the relationships between leadership skills and school performance indicators.

3.0 Results and Discussion

3.1 Demographic Profile of Teachers-In-Charge

As presented in Table 1, all seven Teachers-In-Charge (TICs) in the study were male, highlighting a gender imbalance in school leadership roles in the selected integrated public schools of Glan, Sarangani. Most were married (71.40%), reflecting the typical profile of experienced professionals likely to assume school leadership responsibilities. Regarding qualifications, 71.40% were master's degree holders, which aligns with the Department of Education's thrust to professionalize school leadership by prioritizing advanced academic credentials (Department of Education, 2016; Hallinger, 2011). Regarding teaching experience, the majority (85.70%) had more than five years of service, indicating that the TICs possess substantial experience in the teaching profession—an essential factor in the effective execution of leadership tasks such as instructional supervision and decision-making (Northouse, 2018).

Over half (57.10%) held Teacher II positions with Salary Grade 12. The rest were Teacher III (42.90%) with Salary Grade 13, suggesting that leadership responsibilities are assigned even to those in mid-level teaching positions, potentially due to the absence of full-time principals in these schools (Heck & Hallinger, 2009). Finally, the data on distance from home to school reveal that many TICs travel long distances daily, with some commuting over 60 kilometers. This may affect their work-life balance and leadership efficacy, particularly in remote areas with limited transportation access (Del Rosario & Galang, 2021). These demographic indicators provide valuable insights into the background of school leaders and establish a contextual foundation for interpreting their leadership skills and performance in subsequent analyses.

Table 1. *Demographic Profile of Teachers-In-Charge*

Educational Attainment	Frequency	Percentage
Sex		
Male	7	100.00%
Female	0	0.00%
Civil Status		
Single	2	28.60%
Married	5	71.40%
Educational Attainment		
BS with MA units	2	28.60%
Full-fledged master's degree holder	5	71.40%
Length of Service		
2-3 years	1	14.30%
More than 5 years	6	85.70%
Teaching Position		
Teacher 2	4	57.10%
Teacher 3	3	42.90%
Salary Grade		
SG-12	4	57.10%
SG-13	3	42.90%
Distance from Home to School		
10 km – 20 km	2	28.60%
21km – 30 km	2	28.60%
31km – 40 km	1	14.30%
51 km – 60 km	1	14.30%
60 km – 100 km	1	14.30%

3.2 Supervisory Skills

As Assessed by TICs

As reflected in Table 2, the Teachers-In-Charge (TICs) in Glan, Sarangani, rated themselves very highly in all supervisory skills, with a section mean of 4.63 and a standard deviation of 0.52. The top-rated indicators included clear communication of teaching objectives and provision of continuous support ($M = 4.86$), suggesting that TICs prioritize goal setting and motivation as fundamental components of their supervisory roles. These findings echo the principles of transformational leadership, which emphasize support, communication, and shared vision to enhance teacher performance and professional growth (Bass & Riggio, 2006). Moreover, the TICs reported strong practices in addressing obstacles, recognizing good performance, and tailoring leadership strategies to individual teacher needs, underscoring the adaptive nature of effective school leadership (Hersey et al., 2012). Even the relatively lowest-rated item – “boosting teachers' self-belief through professional challenges” ($M = 4.29$) – still fell under the very high extent category, indicating the overall strength of supervisory capabilities.

Table 2. *Supervisory Skills of Teachers-In-Charge as Assessed by TICs*

	Statements	Mean	SD	Description
1	Clearly communicate teaching objectives	4.86	0.35	Very High Extent
2	Provide continuous support to motivate teachers toward achieving their goals	4.86	0.35	Very High Extent
3	Actively address identified obstacles that might hinder teachers' effectiveness or morale	4.71	0.45	Very High Extent
4	Ensure that teachers have access to necessary resources, tools or materials to accomplish their tasks efficiently	4.57	0.73	Very High Extent
5	Help teachers set achievable and meaningful goals for their professional growth	4.71	0.45	Very High Extent
6	Adjust their leadership approach based on the specific needs and abilities of each teacher	4.57	0.49	Very High Extent
7	Provide specific guidance to help teachers understand how to reach their professional objectives	4.43	0.49	Very High Extent
8	Show confidence in teachers' abilities to perform well and reach their goals	4.71	0.45	Very High Extent
9	Create an environment where good performance is acknowledged and rewarded, reinforcing teachers' efforts	4.57	0.73	Very High Extent
10	Boost teachers' self-belief by providing opportunities for professional challenges and growth	4.29	0.70	Very High Extent
	Section Mean	4.63	0.52	Very High Extent

These self-assessments reinforce the notion that empowered school leaders are critical in cultivating teacher morale and instructional quality (Hallinger & Heck, 2010; Northouse, 2018). These findings are especially relevant in the absence of full-time principals in many rural schools. TICs must take on a wide

range of responsibilities typically handled by higher-ranking administrators. Their confidence and effectiveness in supervisory tasks contribute to building professional communities focused on continuous improvement and student success (Leithwood & Jantzi, 2006).

As Assessed by Teachers

As shown in Table 3, the teachers rated their Teachers-In-Charge (TICs) with a very high extent across all ten indicators of supervisory skills, yielding an overall section mean of 4.56 and a standard deviation of 0.43. The highest mean score was observed in the item related to clearly communicating teaching objectives ($M = 4.73$), followed closely by motivating teachers toward goal achievement ($M = 4.69$), indicating that TICs demonstrate a strong ability to articulate instructional direction and inspire staff. This aligns with Hersey and Blanchard's Situational Leadership Theory, which underscores the importance of adjusting leadership behavior to developmental needs and maintaining clear communication (Hersey et al., 2012). Although slightly lower, indicators such as boosting self-belief through professional challenges ($M = 4.46$) and acknowledging good performance ($M = 4.49$) still received very high ratings. This suggests that while TICs are effective overall, they may benefit from further enhancing recognition strategies and building teacher confidence more intentionally (Northouse, 2018). The high ratings across all areas reflect the trust and satisfaction of teachers in their leaders' capacity to guide instruction, manage resources, and promote professional growth, which are crucial in achieving school goals (Hallinger & Heck, 2010). When teacher perceptions align with leaders' self-assessments (as seen in Table 8), it signals a cohesive and credible leadership culture that fosters mutual respect, motivation, and accountability within the school (Leithwood & Jantzi, 2006). This finding supports the assertion that leadership quality directly influences teacher morale and, by extension, student achievement.

Table 3. *Supervisory Skills of Teachers-In-Charge as Assessed by Teachers*

	Statements	Mean	SD	Description
1	Clearly communicate teaching objectives	4.73	0.49	Very High Extent
2	Provide continuous support to motivate teachers toward achieving their goals	4.69	0.54	Very High Extent
3	Actively address identified obstacles that might hinder teachers' effectiveness or morale	4.63	0.52	Very High Extent
4	Ensure that teachers have access to necessary resources, tools or materials to accomplish their tasks efficiently	4.63	0.52	Very High Extent
5	Help teachers set achievable and meaningful goals for their professional growth	4.60	0.63	Very High Extent
6	Adjust their leadership approach based on the specific needs and abilities of each teacher	4.44	0.60	Very High Extent
7	Provide specific guidance to help teachers understand how to reach their professional objectives	4.44	0.60	Very High Extent
8	Show confidence in teachers' abilities to perform well and reach their goals	4.51	0.57	Very High Extent
9	Create an environment where good performance is acknowledged and rewarded, reinforcing teachers' efforts	4.49	0.62	Very High Extent
10	Boost teachers' self-belief by providing opportunities for professional challenges and growth	4.46	0.62	Very High Extent
	Section Mean	4.56	0.43	Very High Extent

3.3 Communication Skills

As Assessed by TICs

Table 4 shows that other highly rated aspects demonstrate a strong commitment to developing positive relationships and effectively supporting teachers, with a mean of 4.57, such as offering timely and constructive feedback, adjusting communication styles based on situations, and building trust and open communication with teachers. Although still falling into the high extent category, the lowest-rated item of 4.14 relates to using authority thoughtfully to guide teachers while maintaining respectful and supportive communication. The lower score and comparatively higher standard deviation imply that some TICs might struggle to balance authority and support in their communication. School heads' communication competencies are significantly associated with teacher performance across various aspects of their work.

Analysis revealed a significant positive relationship between school principals' practical communication competencies, among others, and teachers' instructional delivery, class attendance, note-taking, and record-keeping (Owan & Agunwa, 2019). Overall, the findings show that TICs in Glan, Sarangani, believe they are good communicators, especially when it comes to establishing clear expectations, giving constructive criticism, and encouraging candid dialogue which relates with the study of Pasoot and Ching (2024) where it indicated that effective communication, including clear information dissemination and feedback, is associated with higher organizational trust among teachers and staff. This underscores the importance of school heads enhancing their communication competencies, particularly in authoritative contexts, to build and maintain trust. On the other hand, the marginally lower score on authoritative communication, however, points to a possible area where leadership development could be strengthened.

Table 4. *Communication Skills of Teachers-In-Charge as Assessed by TICs*

	Statements	Mean	SD	Description
1	Effectively build trust and open communication channels with teachers, promoting positive leader-member relations	4.57	0.49	Very High Extent
2	Adjust their communication style based on the situation, providing clear instructions for supportive feedback in less-defined situations	4.57	0.49	Very High Extent
3	Effectively communicate expectations that clearly defines roles for teachers to enhance task structure	4.86	0.35	Very High Extent
4	Demonstrate active listening, taking into account teachers' concerns	4.43	0.73	Very High Extent
5	Communicate in a clear, concise manner that clarifies instructional or administrative expectations	4.43	0.49	Very High Extent
6	Offer timely and constructive feedback that is tailored to teachers' performance	4.57	0.49	Very High Extent
7	Use their authority thoughtfully to guide teachers, ensuring that communication remains respectful and supportive	4.14	0.83	High Extent
8	Foster an environment where teachers feel comfortable sharing ideas, suggestions, and concerns, regardless of the situation	4.43	0.49	Very High Extent
9	Adapt their communication approach based on teachers' individual needs, experience levels, and personalities	4.29	0.45	Very High Extent
10	Communicate effectively to promote collaboration, helping to align individual efforts with the broader goals of the school	4.29	0.45	Very High Extent
	Section Mean	4.46	0.45	Very High Extent

As Assessed by Teachers

The data in Table 5 shows that teachers rated the communication skills of Teachers-In-Charge (TICs) at a very high extent, with an overall mean of 4.52 and a standard deviation (SD) of 0.44. The highest-rated indicator was the TICs' ability to build trust and maintain open communication channels ($M = 4.60$, $SD = 0.50$), highlighting the importance of relational transparency in school leadership. Conversely, the lowest-rated indicator—adapting communication based on individual teacher needs—still received a very high mean of 4.46 with a SD of 0.60, suggesting that while overall communication was strong, further development in personalized or differentiated communication strategies may be beneficial. These findings are consistent with recent research emphasizing that effective school leaders prioritize open, responsive communication to support team cohesion and instructional clarity (Nguyen et al., 2021; Grissom et al., 2021). Building trust through clear communication fosters stronger relationships. It helps reduce misunderstandings, promoting teacher satisfaction and productivity, especially in schools where TICs manage both instructional and managerial roles. Moreover, as Grissom et al. (2021) noted, principals and school heads who demonstrate active listening and responsiveness tend to cultivate more collaborative and innovative school cultures. Overall, these results affirm that TICs in Glan demonstrate strong communication practices, with slight areas for improvement in differentiated messaging. This aligns with international evidence that effective school communication—grounded in trust, empathy, and clarity—contributes significantly to positive school climates and teaching effectiveness.

Table 5. *Communication Skills of Teachers-In-Charge as Assessed by the Teachers*

	Statements	Mean	SD	Description
1	Adapt their decision-making approach based on teachers' experience and competence, using a directive approach for newer teachers and a delegative style for more experienced teachers	4.69	0.46	Very High Extent
2	Involve teachers in decision-making when appropriate	4.62	0.56	Very High Extent
3	Make firm and clear decisions in situations where teachers require specific guidance	4.61	0.58	Very High Extent
4	Offer support to teachers as they implement decisions	4.49	0.65	Very High Extent
5	Consider the unique needs of each situation, adjusting the decision-making approach accordingly	4.54	0.61	Very High Extent
6	Foster Independence by empowering teachers to make decisions in areas where they have demonstrated competence or confidence	4.44	0.62	Very High Extent
7	Balance taking charge of decisions with providing support, depending on teachers' readiness and ability	4.38	0.69	Very High Extent
8	Vary their decision-making style to suit the collective maturity level of the teaching staff, providing more or less guidance as necessary	4.48	0.64	Very High Extent
9	Promote a collaborative approach, especially with teachers who are capable of taking on leadership roles within the team	4.58	0.58	Very High Extent
10	Evaluate the effectiveness of decisions and adjusts their approach based on the outcomes, especially in response to feedback from teachers	4.59	0.58	Very High Extent
	Section Mean	4.54	0.46	Very High Extent

3.4 Decision-making Skills

As Assessed by TICs

The results presented in Table 6 reveal that Teachers-In-Charge (TICs) perceive themselves as highly competent in decision-making, with an overall mean of 4.53 and a standard deviation (SD) of 0.41. This suggests consistency and strength in their ability to respond effectively to varied school contexts and staff dynamics. The top-rated indicators – adapting decision-making based on teacher competence (M = 4.71, SD = 0.45) and promoting collaboration with capable teacher-leaders (M = 4.71, SD = 0.45) – demonstrate alignment with current models of distributed and inclusive leadership (Nguyen et al., 2021), which emphasize the importance of shared authority and team empowerment.

Table 6. *Decision-Making Skills of Teachers-In-Charge as Assessed by TICs*

	Statements	Mean	SD	Description
1	Adapt their decision-making approach based on teachers' experience and competence, using a directive approach for newer teachers and a delegative style for more experienced teachers	4.71	0.45	Very High Extent
2	Involve teachers in decision-making when appropriate	4.29	0.70	Very High Extent
3	Make firm and clear decisions in situations where teachers require specific guidance	4.14	0.83	High Extent
4	Offer support to teachers as they implement decisions	4.57	0.73	Very High Extent
5	Consider the unique needs of each situation, adjusting the decision-making approach accordingly	4.71	0.45	Very High Extent
6	Foster Independence by empowering teachers to make decisions in areas where they have demonstrated competence or confidence	4.71	0.45	Very High Extent
7	Balance taking charge of decisions with providing support, depending on teachers' readiness and ability	4.57	0.49	Very High Extent
8	Vary their decision-making style to suit the collective maturity level of the teaching staff, providing more or less guidance as necessary	4.29	0.45	Very High Extent
9	Promote a collaborative approach, especially with teachers who are capable of taking on leadership roles within the team	4.71	0.45	Very High Extent
10	Evaluate the effectiveness of decisions and adjusts their approach based on the outcomes, especially in response to feedback from teachers	4.57	0.49	Very High Extent
	Section Mean	4.53	0.41	Very High Extent

These approaches are especially critical in rural areas like Glan, where TICs often function without formal principals, taking on instructional and administrative leadership roles. Although all items were rated within the “very high extent” range, the relatively lower score for making firm decisions when specific

guidance is required ($M = 4.14$, $SD = 0.83$) highlights a possible development area. This result may point to a natural inclination toward consensus-building and collaboration, which, while valuable, must also be tempered with assertive leadership when clarity and direction are needed. Recent research supports this balanced leadership model, emphasizing that adaptability and decisiveness are key to effective school governance and teacher support (Saiti & Saitis, 2021; Hallinger, 2020). In sum, TICs in Glan exhibit strong strategic and collaborative decision-making competencies—qualities that improve teacher morale, foster autonomy, and enhance school performance, particularly in underserved, resource-constrained settings (Balyer & Özcan, 2022).

As Assessed by Teachers

As shown in Table 7, teachers rated the decision-making skills of Teachers-In-Charge (TICs) at a very high extent, with an overall section mean of 4.54 and a standard deviation (SD) of 0.46, reflecting consistency in their perception. The highest-rated indicator was the ability of TICs to adapt decision-making approaches based on teacher experience and competence ($M = 4.69$, $SD = 0.46$), highlighting the value of contextual and situational awareness in school leadership. This suggests that TICs are responsive and flexible, a core principle of adaptive leadership, which is especially crucial in decentralized school settings (Nguyen et al., 2021). Other strong areas included involving teachers in decisions ($M = 4.62$, $SD = 0.56$) and providing firm guidance when needed ($M = 4.61$, $SD = 0.58$), confirming that TICs strike a balance between autonomy and clarity, both essential for teacher empowerment and school coherence (OECD, 2020). Although the relatively lower mean scores, such as for fostering independence ($M = 4.44$, $SD = 0.62$) and balancing leadership style based on readiness ($M = 4.38$, $SD = 0.69$), still fall under "very high extent," they hint at opportunities for TICs to enhance differentiated leadership based on teacher maturity and capacity. These findings echo the conclusions of Balyer and Özcan (2022), who argue that leadership that values shared decision-making, reflection, and adaptability can improve teacher engagement and school climate. When TICs demonstrate consistent, context-aware decision-making, it strengthens institutional accountability and promotes teacher trust and instructional commitment.

Table 7. *Decision-Making Skills of Teachers In-Charge as Assessed by the Teachers*

	Statements	Mean	SD	Description
1	Adapt their decision-making approach based on teachers' experience and competence, using a directive approach for newer teachers and a delegative style for more experienced teachers	4.69	0.46	Very High Extent
2	Involve teachers in decision-making when appropriate	4.62	0.56	Very High Extent
3	Make firm and clear decisions in situations where teachers require specific guidance	4.61	0.58	Very High Extent
4	Offer support to teachers as they implement decisions	4.49	0.65	Very High Extent
5	Consider the unique needs of each situation, adjusting the decision-making approach accordingly	4.54	0.61	Very High Extent
6	Foster Independence by empowering teachers to make decisions in areas where they have demonstrated competence or confidence	4.44	0.62	Very High Extent
7	Balance taking charge of decisions with providing support, depending on teachers' readiness and ability	4.38	0.69	Very High Extent
8	Vary their decision-making style to suit the collective maturity level of the teaching staff, providing more or less guidance as necessary	4.48	0.64	Very High Extent
9	Promote a collaborative approach, especially with teachers who are capable of taking on leadership roles within the team	4.58	0.58	Very High Extent
10	Evaluate the effectiveness of decisions and adjusts their approach based on the outcomes, especially in response to feedback from teachers	4.59	0.58	Very High Extent
	Section Mean	4.54	0.46	Very High Extent

Legend: (4.20-5.00 = Very High Extent; 3.40-4.19=High Extent; 2.60-3.39=Moderate Extent; 1.80-2.59=Less Extent; 1.00-1.79= Least Extent)

3.5 School Performance

Early Language, Literacy, and Numeracy Assessment

The data in Table 8 presents the school performance levels in the Early Language, Literacy, and Numeracy Assessment (ELLNA) across seven integrated public schools. The results show an overall mean of 50.01 with a standard deviation (SD) of 13.47, indicating a "Nearly Proficient" rating based on DepEd's

proficiency scale. This suggests that, on average, students are approaching but have not fully reached proficiency in foundational language and numeracy skills. The highest-performing school, School F, recorded an overall mean of 67.93, indicating stronger outcomes in English (M = 63.31), Filipino (M = 73.93), and Numeracy (M = 70.33). In contrast, the lowest was School B, with a total mean of 27.65, falling under the “Low Proficient” category. These disparities may reflect differences in instructional support, teaching strategies, and leadership effectiveness across schools. The relatively higher standard deviation in specific subjects, particularly Numeracy (SD = 18.89), suggests notable variability in student performance, which differences may influence instructional delivery, access to learning resources, or the capacity of TICs to implement targeted interventions. These findings support the premise that leadership skills, particularly supervision and instructional decision-making, can significantly impact early literacy and numeracy development (DepEd, 2016; Garcia & Marquez, 2017). Moreover, the “Nearly Proficient” classification indicates that while students demonstrate basic foundational skills, targeted interventions are needed to push performance into proficiency and mastery levels. Strengthening instructional leadership and providing tailored support for learners may help address skill gaps, especially in schools scoring below the 50% threshold.

Table 8. *Level of School Performance in terms of Early Language, Literacy, and Numeracy Assessment (ELLNA)*

Code	English	Filipino	Numeracy	Mother Tongue	Overall	Description
School A	59.50	62.58	70.65	57.49	61.25	Nearly Proficient
School B	31.41	28.79	22.95	24.85	27.65	Low Proficient
School C	55.85	57.78	61.52	50.24	55.51	Nearly Proficient
School D	35.87	38.89	23.75	38.02	35.81	Low Proficient
School E	46.90	48.30	70.79	43.16	49.30	Low Proficient
School F	63.31	73.93	70.33	65.48	67.93	Nearly Proficient
School G	55.35	60.40	35.91	49.70	52.67	Nearly Proficient
Overall Mean	49.74	52.95	50.84	46.99	50.01	Nearly Proficient

National Achievement Test for Grade 6

The data presented in Table 9 reflect the school performance levels in the National Achievement Test for Grade 6 (NATG6) across seven integrated public schools in Glan. It can be observed that there are differences in student achievement between subject areas and schools, as evidenced by the wide variations in overall performance scores. With an overall mean score of 43.13 for all schools, the general performance needs improvement. This suggests that students struggle to master the evaluated competencies and might need more academic assistance. Moreover, the results indicate that all seven schools fall under the needs improvement category, highlighting the necessity for targeted interventions to enhance student learning outcomes. This result aligns with the NAT performance of Pinaripad National High School, Aglipay, Quirino, where the overall academic performance in the National Achievement Test (NAT) for Grade 6 students was average. The study of Aquino et al. (2019) found that students were not adequately mastering learning competencies across core subjects. Aquino et al. emphasized the need to enhance problem-solving and inquiry-based teaching approaches and integrate information literacy and critical thinking into the curriculum to improve academic achievement. This performance can be traced to factors such as family environment, technology exposure, and extracurricular activities as potential contributors to low performance (Mauyao et al., 2019).

Table 9. *Level of School Performance in terms of NATG6*

Code	Filipino	Math	English	Science	APan	Overall	Description
School A	53.09	65.38	60.49	58.02	58.02	58.96	Needs Improvement
School B	55.56	34.62	29.63	27.78	35.19	36.57	Needs Improvement
School C	51.48	43.08	42.22	52.22	38.89	45.60	Needs Improvement
School D	60.74	25.38	36.30	37.04	49.63	41.94	Needs Improvement
School E	24.69	23.08	32.10	18.52	24.69	24.63	Needs Improvement
School F	63.70	70.00	78.52	74.07	74.81	72.24	Needs Improvement
School G	33.33	13.46	24.07	14.81	24.07	22.01	Needs Improvement
Overall Mean	48.94	39.28	43.33	40.35	43.61	43.13	Needs Improvement

National Achievement Test for Grade 12

The data in Table 10 reveals that the average performance of the two participating schools in the National Achievement Test for Grade 12 (NATG12) fell under the “Needs Improvement” category, with an overall mean score of 28.04 and a standard deviation (SD) of 2.67. Among the subject areas, Philosophy yielded the highest mean ($M = 34.40$, $SD = 5.69$), followed by Humanities ($M = 28.48$, $SD = 2.16$) and Wika at Komunikasyon ($M = 28.68$, $SD = 3.67$). The lowest mean scores were recorded in Mathematics ($M = 24.95$, $SD = 0.93$) and Media and Information Literacy ($M = 26.41$, $SD = 5.15$), indicating content areas where learners showed the most significant difficulty. These results suggest critical gaps in essential competencies expected at the senior high school exit level. The overall low achievement could reflect systemic issues, such as limited instructional materials, insufficient academic support, or leadership challenges in curriculum implementation. The “Needs Improvement” rating, as defined by DepEd Order No. 55, s. 2016 implies that students perform below the proficiency threshold and require immediate academic interventions.

Table 10. Level of School Performance in terms of NAT G12

Code	A	B	C	D	E	F	G	H	Overall	Description
School B	31.30	38.43	28.81	30.09	25.61	30.02	31.28	31.25	30.70	Needs Improvement
School E	25.00	30.38	24.61	22.74	24.29	26.95	26.08	23.35	25.38	Needs Improvement
Overall Mean	28.15	34.40	26.71	26.41	24.95	28.48	28.68	27.3	28.04	Needs Improvement

Note: A: Science, B: Philosophy, C: Language and Communication, D: Media and Information Literacy, E: Mathematics, F: Humanities, G: Wika at Komunikasyon, H: Social Science

This underperformance reinforces the need for strengthened instructional leadership and monitoring mechanisms from Teachers-In-Charge (TICs), especially in rural contexts where school heads must multitask administrative and pedagogical responsibilities. As emphasized by Grissom et al. (2021), the role of school leadership in shaping academic outcomes is particularly pronounced in under-resourced settings, where proactive leadership can bridge gaps in teacher development, curriculum delivery, and student support services. Hence, while the findings expose academic weaknesses, they highlight leadership opportunities to implement data-driven strategies directly responding to learner needs and subject-specific gaps.

3.6 Difference in the Assessment of TICs and Teachers

In terms of Supervisory Skills

The results of the paired sample t-test shown in Table 11 indicate that there is no statistically significant difference between the self-rating of Teachers-In-Charge (TICs) ($M = 4.63$, $SD = 0.47$) and the ratings provided by their teachers ($M = 4.67$, $SD = 0.37$) in terms of supervisory skills. The computed t-value is -0.147 with a p-value of 0.888, well above the 0.05 threshold, confirming the absence of a significant discrepancy between the two groups' responses. This finding suggests a shared perception between TICs and their teachers regarding the extent to which supervisory practices are observed. Both groups rated the TICs' supervisory competencies very highly, indicating a generally positive and consistent view of leadership behaviors such as goal-setting, instructional support, performance monitoring, and staff motivation. The alignment in perceptions strengthens the validity of the leadership behaviors reported and supports the notion that TICs demonstrate authentic and observable supervisory practices. Recent leadership research supports that congruence between leader and follower evaluations of leadership behaviors strongly predicts leader effectiveness and organizational trust (DeRue et al., 2011; Liu et al., 2022).

Table 11. Paired Sample T-Test for the Difference in the Assessment of TICs and Teachers for Supervisory Skills

Variable	Mean	SD	Df	t	p	Interpretation
Supervisory Skills	1 4.63	0.47	6	-0.14	.888	Not Significant
	2 4.67	0.37	101			

*Significant at the .05 level. 1- Self Rating and 2- Teacher's Rating

In terms of Communication Skills

The results presented in Table 12 reveal that the difference between the self-assessment of Teachers-In-Charge (TICs) and the teachers' ratings regarding communication skills is not statistically significant. The mean score for TICs' self-rating was 4.46 (SD = 0.49), while the mean score from teachers' assessments was 4.59 (SD = 0.47). The calculated t-value of -0.396 and the corresponding p-value of 0.706 exceed the 0.05 significance level, indicating no meaningful disparity between how TICs perceive their communication effectiveness and how their teachers perceive it. This alignment in perceptions suggests mutual acknowledgment of strong communication practices within the schools. Both groups rated communication skills very highly, implying that TICs are regarded as approachable, transparent, and capable of fostering open communication. This finding reinforces the growing consensus in educational leadership literature that effective two-way communication builds trust and enhances teacher morale and organizational cohesion (Grissom et al., 2021; Liu et al., 2022). The absence of significant difference also points to a healthy school climate, where leaders' self-perceptions are validated by their team members—an essential component for building shared vision and sustaining collaborative cultures, particularly in decentralized and rural school settings.

Table 12. Paired Sample T-Test for the Difference in the Assessment of TICs and Teachers for Communication Skills

Variable		Mean	SD	Df	t	p	Interpretation
Communication Skills	1	4.46	.49	6	-.396	.706	Not Significant
	2	4.59	.47	101			

**Significant at the .05 level. 1- Self Rating and 2- Teacher's Rating*

In terms of Decision-making Skills

As reflected in Table 13, the results of the paired sample t-test reveal that there is no statistically significant difference between the decision-making skills as self-rated by the Teachers-In-Charge (TICs) (M = 4.53, SD = 0.44) and those rated by their teachers (M = 4.60, SD = 0.50). The computed t-value of -0.220 and p-value of 0.833 exceed the 0.05 significance level, indicating that any difference between the two sets of ratings is not statistically meaningful. Based on these results, the null hypothesis that no significant difference exists between the self-rating and teacher assessment of TICs' decision-making skills is accepted.

Table 13. Paired Sample T-Test for the Difference in the Assessment of TICs and Teachers for Decision-Making Skills

Variable		Mean	SD	Df	t	p	Interpretation
Decision-Making Skills	1	4.53	.44	6	-.220	.833	Not Significant
	2	4.60	.50	101			

**Significant at the .05 level. 1- Self Rating and 2- Teacher's Rating*

The close alignment between self-perception and teacher evaluation indicates a shared understanding of leadership performance within the school setting. This agreement suggests that TICs' leadership behaviors—particularly in decision-making—are observable, credible, and aligned with how their teachers experience them in practice (Sebastian et al., 2017). In organizational psychology, such congruence is often associated with higher leader credibility, stronger professional trust, and improved school functioning (Tschannen-Moran, 2014). In decentralized school systems where TICs take on multifaceted roles, this result affirms that their judgment and ability to involve others in key decisions are self-assessed favorably and externally validated. Such congruence supports sustainable leadership development and participatory school governance, both critical in rural education.

3.7 Relationship between Leadership Skills of Teachers-In-Charge and School Performance

As shown in Table 14, the results of Spearman's rho correlation analysis indicate that there is no statistically significant relationship between the leadership style of Teachers-In-Charge (TICs) and school performance in ELLNA ($r = 0.250$, $p = 0.589$), NAT Grade 6 ($r = -0.286$, $p = 0.535$), and NAT Grade 12 ($r = -0.012$, $p = 0.978$). All correlation coefficients fall below the critical value, and the p-values exceed the 0.05 significance threshold, confirming that the associations are not statistically significant. The weak positive correlation between leadership and ELLNA scores suggests a slight tendency for higher leadership skill levels to be associated with better early literacy and numeracy outcomes, but this was not strong enough to be meaningful. On the other hand, the negative correlations observed in NAT G6 and NAT G12 results imply that higher leadership skill ratings were slightly associated with lower performance in these assessments. However, these correlations were insignificant and may be due to random variation or unmeasured external factors. These results may be

attributed to the limited sample size, teacher and learner capacity variability, or external influences such as access to resources and community support. Similar findings have been noted in small-scale leadership studies, where contextual variables such as socioeconomic factors, instructional time, and learner diversity can mediate the effect of leadership on achievement outcomes (Hallinger, 2020; Bush & Glover, 2014). Although leadership remains critical in driving instructional quality and school culture, this analysis suggests that leadership alone may not directly predict student performance, particularly in low-resource environments. As such, broader systemic improvements—such as teacher training, curriculum support, and parental engagement—may be needed with firm leadership to impact learner outcomes significantly.

Table 14. *Spearman’s Rho Analysis between the Leadership Skills of Teachers-In-Charge and School Performance*

Variables Correlated		r	p	Interpretation
Leadership Style	ELLNA	.25	.589	Not Significant
	NAT G6	-.28	.535	
	NAT G12	-.01	.978	

*Significant at the .05 level.

3.8 Relationship between Teachers-In-Charge’s Profile and their Leadership Skills

The results in Table 15 show that there is no statistically significant relationship between the profile variables of Teachers-In-Charge (i.e., educational attainment, length of service, sex, rank, salary grade, and distance of school from home) and their leadership skills in terms of supervisory skills ($F = 0.840$, $p = 0.713$), communication skills ($F = 1.663$, $p = 0.111$), and decision-making skills ($F = 1.470$, $p = 0.179$). In all three models, the p-values are greater than 0.05, indicating that the influence of the profile variables on each leadership skill domain is not statistically significant. Based on these findings, the null hypotheses—stating that no significant relationship exists between the TICs’ profile variables and their leadership skills—are accepted across all three domains. This means that demographic and job-related attributes such as education level, years in service, or salary grade did not significantly predict variations in how TICs rated their leadership capacities. These results suggest that leadership behaviors among TICs are not necessarily shaped by formal qualifications or years of service, but may be more influenced by personal traits, professional development experiences, or situational leadership demands—especially in the context of rural, resource-constrained schools. This aligns with findings by Eberhard et al. (2022), who found that effective school leadership is more strongly influenced by contextual responsiveness and interpersonal competencies than by demographic variables alone. Similarly, Klar and Brewer (2013) emphasize that leadership effectiveness is often situational and cannot be fully explained by static profile data.

Table 15. *Results of Multiple Regression Analysis between the Teachers-In-Charge’s Profile and their Leadership Skills*

Source	Dependent Variables	Sum of Squares	Df	Mean Square	F	p	Interpretation
Educational Attainment *	Supervisory Skills	16.10	86	0.18	0.84	.713	Not Significant
Length of Service * Sex*	Communication	19.97	86	0.23	1.66	.111	
Rank* Salary Grade*	Skills						
Distance of School from Home	Decision-Making Skills	19.26	86	0.22	1.47	.179	

*Significant at the .05 level.

4.0 Conclusion

This study highlights the significant leadership capabilities of Teachers-In-Charge (TICs) in integrated public schools in Glan, Sarangani. Addressing the first research question, findings revealed that TICs consistently rated themselves—and were likewise rated by their teachers—as exhibiting a very high extent of supervisory, communication, and decision-making skills. This strong alignment suggests a high level of leadership credibility and mutual trust, affirming the effectiveness of TICs in carrying out instructional and administrative roles in the absence of full-time school heads. However, in response to the final research question, the analysis showed no statistically significant relationship between TICs’ leadership skills and school performance indicators such as NAT and ELLNA results, nor between their demographic profiles and perceived leadership competencies, thus answering the third and fourth research questions. These findings suggest that while leadership plays an important role in school operations, academic performance is shaped by a complex interplay of contextual, systemic, and instructional factors beyond leadership alone.

This research contributes to the limited empirical literature on non-principal school leaders and underscores the importance of continued capacity-building for TICs. It suggests that the Department of Education (DepEd) and other educational stakeholders should consider broader systemic support, such as enhanced resource allocation, targeted instructional support, and professional development opportunities, to potentially translate the demonstrated strong leadership of TICs into improved academic outcomes. Future studies may consider expanding the sample size, exploring qualitative insights, and investigating other factors, such as community engagement, teacher professional development, and resource availability, that mediate the link between leadership and learner outcomes. Moreover, longitudinal research may better understand how sustained leadership practices influence long-term school performance in rural and underserved contexts.

5.0 Contributions of Author/s

The sole author conceptualized the research design, conducted the data collection and analysis, interpreted the findings, and prepared the final manuscript. The author independently completed all components of the study—from the literature review to statistical analysis and conclusions—ensuring coherence, consistency, and originality throughout the research process.

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7.0 Conflict of Interests

The author declares that this publication has no conflict of interest.

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