Area Coordinators' Leadership Skills and Teachers' Performance

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Abstract

In the Philippine educational setting, area coordinators serve as key academic leaders responsible for managing subject-specific programs and mentoring teachers. In this premise, this study determine the level of area coordinators' leadership skills regarding the level of teachers' performance in a public national high school in a large-sized division in Central Philippines during the school year 2024-2025. Data for this descriptive study was collected from 51 teachers using a self-made data gathering instrument that has passed the rigorous test of validity and reliability and for teacher performance was measured using standard performance evaluation criteria or the Individual Performance Commitment and Review Form (IPCRF) during School Year 2023-2024. The analysis revealed that area coordinators were rated highly across all leadership areas, with communication and management styles receiving the highest ratings. Teachers' performance was consistently evaluated as very satisfactory across demographic groups. Results showed no significant difference in the perceptions of leadership skills in communication, mentoring, technical assistance, management styles, and teacher performance when grouped by sex and highest educational attainment. However, a significant difference was noted in communication when grouped according to length of service, with newer teachers showing higher appreciation for leadership communication. Furthermore, no significant relationship was found between the overall leadership skills of area coordinators and teacher performance. The study recommends that leadership training and capacity-building programs be tailored to meet the varying needs of both novice and experienced teachers, with particular emphasis on differentiated mentoring and technical assistance.

Keywords: Area coordinators, leadership skills, teacher performance, public secondary education, Individual Performance Commitment and Review Form (IPCRF), mentoring and technical assistance, educational leadership

Bio-Profile

Kym Michelle P. Pagarigan is a licensed secondary teacher major in Technology and Livelihood Education. She is currently assigned under the Division of Bacolod City, Negros Occidental, where she teaches Cookery to Junior High School students. She holds a Master's Degree in Administration and Supervision, reflecting her dedication to both teaching

and educational leadership. She has a deep passion for teaching and is committed to helping students develop practical skills and confidence in the culinary field. She finds fulfillment in guiding learners to discover their potential through hands-on learning, creativity, and discipline in the kitchen.

Introduction

Student outcomes, work satisfaction, and teacher effectiveness are strongly impacted by education leadership. Teachers can flourish professionally in settings created by school administrators who exhibit excellent management, mentoring, and communication abilities. While Aquino et al. (2021) emphasize that supportive and authentic leadership boosts teacher engagement and commitment, Kanya et al. (2021) assert that effective leadership improves collaboration and teaching practices.

Area coordinators are essential academic leaders who supervise subject-specific programs and provide teacher mentoring in the Philippine setting. These coordinators play a crucial role, but they frequently struggle with role ambiguity, administrative overload, and a lack of institutional support, all of which impair their ability to lead (Abrea, 2019). These restrictions may have an impact on how well they advise teachers, which in turn may have an effect on student achievement.

This study investigates the connection between teachers' performance at a public national high school and the leadership skills of area coordinators. The objective is to produce insights that can guide leadership development, improve coordinator support systems, and assist in changes to educational policies that will increase the efficacy of instruction and student learning.

Literature Review

Leadership in education has long been associated with school effectiveness, teacher performance, and student achievement. Transformational leadership, in particular, has been widely recognized for its positive impact on teacher motivation, professional growth, and instructional quality (Bass & Riggio, 2006). Leaders who demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration foster a collaborative and supportive school culture. In the context of area coordination, these leadership behaviors are critical as they directly influence how teachers perceive their roles, manage challenges, and maintain instructional standards.

Instructional and teacher leadership frameworks emphasize that leaders should not only manage operations but also provide guidance that improves teaching and learning. Mentoring, communication, and technical assistance have been shown to significantly enhance instructional competence and classroom practice. De Vera and Lim (2022) found that structured mentoring improves teacher confidence and effectiveness, while Reyes (2025) emphasized that consistent technical support correlates with improved student outcomes. Furthermore, Santos and Garcia (2023) argued that effective communication between school leaders and teachers strengthens professional relationships and positively impacts performance.

Research also highlights the importance of context-specific leadership practices. In the Philippine educational system, the roles of area coordinators are vital yet often undefined, leading to role strain and limited effectiveness (Abrea, 2019). As mid-level leaders, their ability to mentor, manage, and lead instructional initiatives directly impacts school success. Hermogenes and Paglinawan (2024) noted that participative and adaptive leadership styles

foster higher teacher engagement and better school climates. Understanding these dynamics is essential to support both leadership development and teacher performance improvement in public secondary schools.

Objectives

This paper aimed to determine the level or area coordinators' leadership skills regarding the level of teachers' performance in a public national high school in a large-sized division in central Philippines. Specifically, it aimed to determine: 1) the level of area coordinators' leadership skills across four key areas: communication, mentoring, technical assistance, and management styles; 2) the significant difference on the level of area coordinators' leadership skills and the level of teachers' performance. 3) the significant relationship between the level of area coordinators' leadership skills and the level of teachers' performance.

Methodology

This section discusses the research design, study locale, subject, and participants. This data-gathering procedure includes the research instrument and the test of its validity and reliability, the data-processing procedure, the analytical schemes, and the statistical tools.

Research Design

This study utilized a descriptive research design to systematically analyze the leadership skills of area coordinators and their relationship to teacher performance in a public national high school in Central Philippines for the school year 2024–2025. This approach enabled the examination of leadership dimensions—communication, mentoring, technical assistance, and management styles—alongside demographic variables to identify patterns, differences, and relationships relevant to educational effectiveness.

Respondents

This study involved 51 purposively selected junior high school teachers from a public national high school in Central Philippines. They were chosen for their relevance in examining the relationship between area coordinators' leadership skills and teacher performance.

Instrument

To collect the required data, a structured researcher-made survey questionnaire consisting of 40 items was employed, comprising two sections: demographic information (sex, length of service, and highest educational attainment) and leadership competencies of area coordinators across four areas—communication, mentoring, technical assistance, and

management styles. Each item was rated on a 5-point Likert scale with five as always, four as often, three as sometimes, two as Rarely, and one as Almost Never.

Procedure for Data Collection

Following expert validation and pilot testing, the researcher secured approval from the Schools Division Superintendent to administer the validated and reliable instrument to 51 junior high school teachers in a public national high school in Central Philippines. Coordination with school heads and designated teacher representatives ensured systematic distribution and retrieval, achieving a 100% response rate.

Data Analysis and Statistical Treatment

Objectives 1 were analyzed using descriptive statistics: frequency, percentage, and mean to profile respondents and assess leadership skills and teacher performance. Objectives 2 employed the Mann-Whitney U test to identify significant differences in leadership skills and teacher performance across demographic groups. Objective 3 used Spearman's rank-order correlation to examine the relationship between leadership skills and teacher performance.

Ethical Consideration

Participants' identities must be kept secret or anonymous, and they must also be guaranteed that self-identifying statements and information will not be included. Anonymity and confidentiality are essential because they safeguard the privacy of persons who willingly consent to participate in research. The possible harm to the participants, the researcher, the larger community, and the institution must be considered in the study. The harm can be in the form of distress, shame, and worry, which are difficult to anticipate or manage, as well as bodily harm, resource loss, emotional harm, and reputational impairment.

Results and Discussion

This section presents, analyzes, and interprets the data gathered to carry out the pre-determined objectives of this study.

Level of Area Coordinators' Leadership Skills in Communication, Mentoring, Technical Assistance, and Management Styles

Table 3
Level of Area Coordinators' Leadership Skills in Communication

Items	Mean	Interpretation
My area coordinator, ….		
1. Ensure team members understand their roles by providing clear instructions and clarifications and setting achievable goals.	4.12	High Level
2. actively listens to teachers' ideas, concerns, and suggestions.	4.20	High Level

3. creates an open, collaborative environment and ensures respectful participation.	4.35	High Level
4. Manage communication effectively to keep the team informed.	4.10	High Level
5. clearly explains school policies to minimize misunderstandings.	4.00	High Level
6. handles challenges calmly and objectively.	4.20	High Level
7. Identify issues proactively to implement effective resolutions.	4.20	High Level
8. applies critical thinking and data analysis to uncover causes of conflicts.	4.00	High Level
9. team members in brainstorming sessions.	4.12	High Level
10. resolves problems promptly.	4.12	High Level
Overall Mean	**4.14**	**High Level**

Table 3 presents the level of area coordinators' leadership skills in communication. The area coordinators demonstrated a high level of leadership skills in communication, with an overall mean score of 4.14. While they effectively foster collaboration and maintain open communication, some improvement is needed in clearly explaining school policies and applying critical thinking to address conflicts. These findings suggest that enhancing clarity and analytical skills in communication can further improve understanding and conflict resolution, thereby supporting teacher performance (Daing & Mustapha, 2023).

Table 4
Level of Area Coordinators' Leadership Skills in Mentoring

Items	Mean	Interpretation
As an area coordinator, they…		
1. Identify teachers' growth areas and provide tailored advice for improvement.	4.00	High Level
2. collaborates with teachers to identify personal and helps teachers set realistic goals, offers continuous support, and tracks progress.	3.96	High Level
3. recommends workshops to promote lifelong learning and skills development.	3.92	High Level
4. Observe classrooms and suggest innovative strategies and methods to improve instruction.	3.84	High Level
5. Provide timely, constructive feedback to foster a growth mindset and professional improvement.	3.92	High Level
6. facilitates collaborative activities to encourage shared learning.	4.18	High Level
7. Monitor teachers' progress through performance reviews and follow-ups.	3.88	High Level
8. Introduce innovative teaching methods.	3.84	High Level
9. Ensure teachers access tools, materials, and references supporting professional development.	3.88	High Level
10. creates an atmosphere of encouragement and trust.	4.06	High Level
Overall Mean	**3.95**	**High Level**

Table 4 presents the level of area coordinators' leadership skills in mentoring. The area coordinators exhibited a high level of mentoring skills, as reflected by the overall mean of 3.95. This suggests their consistent ability to support teacher growth through guidance, collaboration, and professional development, reinforcing their critical role in fostering instructional improvement (Miramon et al., 2024).

Table 5

Level of Area Coordinators' Leadership Skills in Technical Assistance

Items	Mean	Interpretation
As an area coordinator, they…		
1. Provide high-quality instructional materials aligned with the curriculum.	3.71	High Level
2. works directly with teachers and guides them in the use of innovative teaching tools and strategies.	3.82	High Level
3. Assist teachers in integrating digital platforms and technology to enhance teaching and learning.	3.69	High Level
4. Collaborate with teachers to develop well-structured curricula.	3.90	High Level
5. assists teachers in aligning their instructional methods with student learning needs.	3.80	High Level
6. provides technical support for classroom management.	3.82	High Level
7. streamlines access to essential resources.	3.76	High Level
8. Organize professional development activities.	3.98	High Level
9. Provide follow-up support as teachers implement new instructional strategies.	3.88	High Level
10. provides technical assistance as needed.	3.96	High Level
Overall Mean	**3.83**	**High Level**

Table 5 presents the level of area coordinators' leadership skills in Technical Assistance. The area coordinators demonstrated a high level of leadership skills in technical assistance, with an overall mean of 3.83. This indicates their strong capacity to support teachers through curriculum alignment, professional development, and instructional resource provision, although improvement in digital integration may be needed. These findings support Dimatera's (2024) view that technical competence is essential for effective instructional leadership.

Table 6

Level of Area Coordinators' Leadership Skills in Management Styles

Items	Mean	Interpretation
As an area coordinator, they…		
1. Adapt leadership approaches for effective direction.	4.14	High Level
2. fosters teamwork by encouraging open communication.	4.20	High Level
3. recognizes individual strengths and fosters an inclusive environment.	4.22	High Level
4. Address disagreements promptly.	3.98	High Level
5. Adjust strategies to meet unexpected challenges.	3.98	High Level
6. fosters a positive, motivating environment.	4.25	High Level
7. Make confident, timely decisions while considering all relevant factors.	4.14	High Level
8. Set clear expectations, follow up on commitments, and guide team members to meet objectives.	4.16	High Level
9. Build trust through integrity, consistency, and reliability.	4.20	High Level
10. seeks input and constructive feedback to improve leadership.	4.06	High Level

Overall Mean		**4.13**	**High Level**

Table 6 presents the level of area coordinators' leadership skills in management styles. The area coordinators showed a high level of leadership skills in management styles, with an overall mean of 4.13. This reflects their ability to foster motivation, inclusivity, and teamwork while demonstrating adaptability and effective decision-making. These results affirm Daing and Mustapha's (2023) findings that effective leadership is marked by the capacity to manage conflict, motivate staff, and respond flexibly to challenges.

Level of Area Coordinators' Leadership Skills in Communication, Mentoring, Technical Assistance, and Management Styles when grouped according to Sex, Length of Service, and Highest Educational Attainment

Table 7
The Level of Area Coordinators' Leadership Skills in Communication when grouped according to Sex

Items	Male		Female	
My area coordinator, ….	Mean	Interpretation	Mean	Interpretation
1. Ensure team members understand their roles by providing clear instructions and clarifications and setting achievable goals.	4.00	High Level	4.15	High Level
2. actively listens to teachers' ideas, concerns, and suggestions.	4.36	High Level	4.15	High Level
3. creates an open, collaborative environment and ensures respectful participation.	4.55	Very High Level	4.30	High Level
4. Manage communication effectively to keep the team informed.	4.18	High Level	4.08	High Level
5. clearly explains school policies to minimize misunderstandings.	3.91	High Level	4.03	High Level
6. handles challenges calmly and objectively.	4.18	High Level	4.20	High Level
7. Identify issues proactively to implement effective resolutions.	4.09	High Level	4.23	High Level
8. applies critical thinking and data analysis to uncover causes of conflicts.	3.91	High Level	4.03	High Level
9. team members in brainstorming sessions.	4.09	High Level	4.13	High Level
10. resolves problems promptly.	4.00	High Level	4.15	High Level
Overall Mean	**4.13**	**High Level**	**4.14**	**High Level**

Table 7 discusses the level of area coordinators' leadership skills in communication when grouped according to sex. It shows that both males, with a mean score of 4.13, and females, with a mean score of 4.14 respondents, rated the area coordinators' communication leadership skills at a high level. This implies that coordinators are consistently effective communicators regardless of sex, supporting He, Guo, and Abazie's (2024) findings that effective instructional leadership—especially when guided by data—enhances collaboration and problem-solving in schools.

Table 8
Level of Area Coordinators' Leadership Skills in Mentoring when grouped according to Sex

Items	Male		Female	
As an area coordinator, they…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Identify teachers' growth areas and provide tailored advice for improvement.	3.73	High Level	4.08	High Level
2. collaborates with teachers to identify personal and helps teachers set realistic goals, offers continuous support, and tracks progress.	4.09	High Level	3.93	High Level
3. recommends workshops to promote lifelong learning and skills development.	4.00	High Level	3.90	High Level
4. Observe classrooms and suggest innovative strategies and methods to improve instruction.	3.73	High Level	3.88	High Level
5. Provide timely, constructive feedback to foster a growth mindset and professional improvement.	3.91	High Level	3.93	High Level
6. facilitates collaborative activities to encourage shared learning.	4.36	High Level	4.13	High Level
7. Monitor teachers' progress through performance reviews and follow-ups.	3.82	High Level	3.90	High Level
8. Introduce innovative teaching methods.	3.82	High Level	3.85	High Level
9. Ensure teachers have access to tools, materials, and references supporting professional development.	3.73	High Level	3.93	High Level
10. creates an atmosphere of encouragement and trust.	4.00	High Level	4.08	High Level
Overall Mean	**3.92**	**High Level**	**3.96**	**High Level**

Table 8 presents a level of area coordinators' leadership skills in Mentoring when grouped according to sex. It shows that both male (M = 3.92) and female (M = 3.96) respondents rated area coordinators' mentoring leadership skills at a high level. This indicates that coordinators are effective mentors across genders, with slightly higher recognition from female respondents. These findings support Puruwita et al. (2022), who emphasized that mentoring grounded in trust, collaboration, and responsiveness fosters teacher development and enhances professional performance.

Table 9
Level of Area Coordinators' Leadership Skills in Technical Assistance when grouped according to Sex

Items	Male		Female	
As an area coordinator, they…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Provide high-quality instructional materials aligned with the curriculum.	3.73	High Level	3.70	High Level
2. works directly with teachers and guides them in the use of innovative teaching tools and strategies.	3.73	High Level	3.85	High Level
3. Assist teachers in integrating digital platforms and technology to enhance teaching and learning.	3.73	High Level	3.68	High Level
4. Collaborate with teachers to develop well-structured curricula.	3.91	High Level	3.90	High Level
5. assists teachers in aligning their instructional methods with student learning needs.	3.82	High Level	3.80	High Level

Items				
6. provides technical support for classroom management.	3.82	High Level	3.83	High Level
7. streamlines access to essential resources.	3.82	High Level	3.75	High Level
8. Organize professional development activities.	4.00	High Level	3.98	High Level
9. Provide follow-up support as teachers implement new instructional strategies.	3.82	High Level	3.90	High Level
10. provides technical assistance as needed.	4.00	High Level	3.95	High Level
Overall Mean	**3.84**	**High Level**	**3.83**	**High Level**

Table 9 presents a level of area coordinators' leadership skills in technical assistance when grouped according to sex. Table 9 shows that both male (M = 3.84) and female (M = 3.83) respondents rated area coordinators' leadership skills in technical assistance at a high level, with strengths in organizing professional development and providing needed support. While digital integration and instructional material provision received the lowest mean scores, they still indicate high competence, suggesting room for improvement. This aligns with Go and Eslabon (2023), who stressed the importance of enhancing leaders' roles in supporting modern teaching tools and updated resources.

Table 10
Level of Area Coordinators' Leadership Skills in Management Styles when grouped according to Sex

Items	Male		Female	
As an area coordinator, they…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Adapt leadership approaches for effective direction.	4.36	High Level	4.08	High Level
2. fosters teamwork by encouraging open communication.	4.27	High Level	4.18	High Level
3. recognizes individual strengths and fosters an inclusive environment.	4.27	High Level	4.20	High Level
4. Address disagreements promptly.	4.00	High Level	3.98	High Level
5. Adjust strategies to meet unexpected challenges.	4.00	High Level	3.98	High Level
6. fosters a positive, motivating environment.	4.36	High Level	4.23	High Level
7. Make confident, timely decisions while considering all relevant factors.	4.27	High Level	4.10	High Level
8. Set clear expectations, follow up on commitments, and guide team members to meet objectives.	4.18	High Level	4.15	High Level
9. Build trust through integrity, consistency, and reliability.	4.45	High Level	4.13	High Level
10. seeks input and constructive feedback to improve leadership.	4.09	High Level	4.05	High Level
Overall Mean	**4.23**	**High Level**	**4.11**	**High Level**

Table 10 presents the level of area coordinators' leadership skills in management styles when grouped according to sex. Both male and female respondents rated these skills at a high level, with males giving a slightly higher overall mean of 4.23 compared to 4.11 from females. This indicates that, regardless of sex, area coordinators are consistently perceived as effective leaders in applying adaptive and supportive management styles. These findings are aligned with the study of Tanajura (2023), which emphasizes the importance of adaptive

leadership and emotional intelligence in fostering effective school management and collaboration.

Table 11

Level of Area Coordinators' Leadership Skills in Communication when grouped according to Length of Service

Items	Shorter		Longer	
My area coordinator, ….	Mean	Interpretation	Mean	Interpretation
1. Ensure team members understand their roles by providing clear instructions and clarifications and setting achievable goals.	4.41	High Level	3.90	High Level
2. actively listens to teachers' ideas, concerns, and suggestions.	4.55	Very High Level	3.93	High Level
3. creates an open, collaborative environment and ensures respectful participation.	4.59	Very High Level	4.17	High Level
4. Manage communication effectively to keep the team informed.	4.45	High Level	3.83	High Level
5. clearly explains school policies to minimize misunderstandings.	4.32	High Level	3.76	High Level
6. handles challenges calmly and objectively.	4.55	Very High Level	3.93	High Level
7. Identify issues proactively to implement effective resolutions.	4.50	Very High Level	3.97	High Level
8. applies critical thinking and data analysis to uncover causes of conflicts.	4.45	High Level	3.66	High Level
9. team members in brainstorming sessions.	4.45	High Level	3.86	High Level
10. resolves problems promptly.	4.41	High Level	3.90	High Level
Overall Mean	**4.47**	**High Level**	**3.89**	**High Level**

Table 11 presents the level of area coordinators' leadership skills in communication when grouped according to length of service. Both groups rated the coordinators' communication skills at a high level, with teachers who have shorter service giving a higher overall mean of 4.47 compared to 3.89 from those with longer service. This suggests that newer teachers perceive stronger communication efforts from their area coordinators, possibly valuing direct guidance and clarity more. Meanwhile, more experienced teachers may expect more nuanced communication, including strategic problem-solving and data-informed analysis. These findings are consistent with the study of Miramon (2024), which highlights that effective leadership relies not only on formal authority but also on the ability to influence peers and navigate challenges through collaborative and analytical communication.

Table 12

Level of Area Coordinators' Leadership Skills in Mentoring when grouped according to Length of Service

Items	Shorter		Longer	
As an area coordinator, they…	Mean	Interpretation	Mean	Interpretation
1. Identify teachers' growth areas and provide tailored advice for improvement.	4.32	High Level	3.76	High Level

2. collaborates with teachers to identify personal and helps teachers set realistic goals, offers continuous support, and tracks progress.	4.32	High Level	3.69	High Level
3. recommends workshops to promote lifelong learning and skills development.	4.18	High Level	3.72	High Level
4. Observe classrooms and suggest innovative strategies and methods to improve instruction.	4.14	High Level	3.62	High Level
5. Provide timely, constructive feedback to foster a growth mindset and professional improvement.	4.14	High Level	3.76	High Level
6. facilitates collaborative activities to encourage shared learning.	4.45	High Level	3.97	High Level
7. Monitor teachers' progress through performance reviews and follow-ups.	4.14	High Level	3.69	High Level
8. Introduce innovative teaching methods.	4.23	High Level	3.55	High Level
9. Ensure teachers have access to tools, materials, and references supporting professional development.	4.18	High Level	3.66	High Level
10. creates an atmosphere of encouragement and trust.	4.50	Very High Level	3.72	High Level
Overall Mean	**4.26**	**High Level**	**3.71**	**High Level**

Table 12 presents the level of area coordinators' leadership skills in mentoring when grouped according to length of service. Teachers with shorter service gave a higher overall mean of 4.26 compared to 3.71 from those with longer service, though both are interpreted as high. This indicates that area coordinators are seen as effective mentors by all, but newer teachers perceive stronger mentoring support, particularly in creating an encouraging atmosphere. Meanwhile, more experienced teachers may perceive a lesser focus on introducing innovative teaching methods, possibly due to their established practices. These findings align with Aliu et al. (2024), who emphasized that effective teacher leadership depends greatly on mentoring, collaboration, and innovation to foster continuous professional growth.

Table 13
Level of Area Coordinators' Leadership Skills in Technical Assistance when grouped according to Length of Service

Items	Shorter		Longer	
As an area coordinator, they…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Provide high-quality instructional materials aligned with the curriculum.	3.95	High Level	3.52	High Level
2. works directly with teachers and guides them in the use of innovative teaching tools and strategies.	4.14	High Level	3.59	High Level
3. Assist teachers in integrating digital platforms and technology to enhance teaching and learning.	3.95	High Level	3.48	Moderate Level
4. Collaborate with teachers to develop well-structured curricula.	4.27	High Level	3.62	High Level
5. assists teachers in aligning their instructional methods with student learning needs.	4.14	High Level	3.55	High Level
6. provides technical support for classroom management.	4.18	High Level	3.55	High Level
7. streamlines access to essential resources.	4.05	High Level	3.55	High Level
8. Organize professional development activities.	4.18	High Level	3.83	High Level
9. Provide follow-up support as teachers implement new instructional strategies.	4.18	High Level	3.66	High Level

10. provides technical assistance as needed.	4.32	High Level	3.69	High Level
Overall Mean	**4.14**	**High Level**	**3.60**	**High Level**

Table 13 presents the level of area coordinators' leadership skills in technical assistance when grouped according to length of service. Teachers with shorter service rated their coordinators higher, with an overall mean of 4.14 compared to 3.60 from those with longer service, though both are interpreted as high. This suggests that newer teachers perceive more effective technical support, while veteran teachers may feel less assisted, especially in integrating digital platforms—reflected by the moderate rating of 3.48. These results support the findings of Galang and Tadena (2023), who emphasized the importance of providing veteran teachers with more advanced and relevant digital training to maintain effectiveness in evolving educational environments.

Table 14

Level of Area Coordinators' Leadership Skills and management styles when grouped according to Length of Service

Items	Shorter		Longer	
As an area coordinator, they…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Adapt leadership approaches for effective direction.	4.45	High Level	3.90	High Level
2. fosters teamwork by encouraging open communication.	4.41	High Level	4.03	High Level
3. recognizes individual strengths and fosters an inclusive environment.	4.45	High Level	4.03	High Level
4. Address disagreements promptly.	4.23	High Level	3.79	High Level
5. Adjust strategies to meet unexpected challenges.	4.27	High Level	3.76	High Level
6. fosters a positive, motivating environment.	4.50	Very High Level	4.07	High Level
7. Make confident, timely decisions while considering all relevant factors.	4.41	High Level	3.93	High Level
8. Set clear expectations, follow up on commitments, and guide team members to meet objectives.	4.36	High Level	4.00	High Level
9. Build trust through integrity, consistency, and reliability.	4.32	High Level	4.10	High Level
10. seeks input and constructive feedback to improve leadership.	4.36	High Level	3.83	High Level
Overall Mean	**4.38**	**High Level**	**3.94**	**High Level**

The overall mean for area coordinators' management skills was 4.38, interpreted as a high level for teachers with shorter service, and 3.94, interpreted as a high level for those with longer service. This suggests that newer teachers perceive stronger support, while experienced teachers may expect more specialized leadership. These results support Wenner and Campbell (2023), who highlight that effective leadership adapts to teachers' career stages, boosting motivation for novices and fostering autonomy for veterans.

Table 15

Level of Area Coordinators' Leadership Skills in Communication when grouped according to Educational Attainment

Items	Lower	Higher	

My area coordinator, ….	Mean	Interpretation	Mean	Interpretation
1. ensure team members understand their roles by providing clear instructions and clarifications and setting achievable goals.	4.10	High Level	4.18	High Level
2. actively listens to teachers' ideas, concerns, and suggestions.	4.13	High Level	4.45	High Level
3. creates an open, collaborative environment and ensures respectful participation.	4.30	High Level	4.55	Very High Level
4. Manage communication effectively to keep the team informed.	4.05	High Level	4.27	High Level
5. clearly explains school policies to minimize misunderstandings.	4.03	High Level	3.91	High Level
6. handles challenges calmly and objectively.	4.15	High Level	4.36	High Level
7. Identify issues proactively to implement effective resolutions.	4.18	High Level	4.27	High Level
8. applies critical thinking and data analysis to uncover causes of conflicts.	4.03	High Level	3.91	High Level
9. team members in brainstorming sessions.	4.10	High Level	4.18	High Level
10. resolves problems promptly.	4.13	High Level	4.09	High Level
Overall Mean	**4.12**	**High Level**	**4.22**	**High Level**

Table 15 shows the level of area coordinators' leadership skills in communication-based on teachers' highest educational attainment. Both groups rated the coordinators highly, with an overall mean of 4.12 for those with lower educational attainment and 4.22 for those with higher educational attainment, both interpreted as high level. This indicates that coordinators communicate effectively across educational backgrounds, though those with higher education perceive slightly better communication skills. The results suggest room for improvement in clearly explaining policies and addressing conflict causes, highlighting the need for focused development in these areas. These findings align with Haryaka and Sjamsir (2021), who stress that effective communication strongly influences teacher motivation and performance.

Table 16

Level of Area Coordinators' Leadership Skills in Mentoring when grouped according to Educational Attainment

Items	Lower		Higher	
As an area coordinator, they…	Mean	Interpretation	Mean	Interpretation
1. Identify teachers' growth areas and provide tailored advice for improvement.	4.03	High Level	3.91	High Level
2. collaborates with teachers to identify personal and helps teachers set realistic goals, offers continuous support, and tracks progress.	3.95	High Level	4.00	High Level
3. recommends workshops to promote lifelong learning and skills development.	3.93	High Level	3.91	High Level
4. Observe classrooms and suggest innovative strategies and methods to improve instruction.	3.85	High Level	3.82	High Level
5. Provide timely, constructive feedback to foster a growth mindset and professional improvement.	3.88	High Level	4.09	High Level
6. facilitates collaborative activities to encourage shared learning.	4.13	High Level	4.36	High Level
7. Monitor teachers' progress through performance reviews and follow-ups.	3.85	High Level	4.00	High Level

8. Introduce innovative teaching methods.	3.80	High Level	4.00	High Level
9. Ensure teachers access tools, materials, and references supporting professional development.	3.85	High Level	4.00	High Level
10. creates an atmosphere of encouragement and trust.	4.03	High Level	4.18	High Level
Overall Mean	**3.93**	**High Level**	**4.03**	**High Level**

Table 16 shows the level of area coordinators' leadership skills in mentoring grouped by highest educational attainment. Both groups rated coordinators highly, with an overall mean of 3.93 for teachers with lower educational attainment and 4.03 for those with higher educational attainment, indicating a high level of mentoring skills. This suggests coordinators effectively support teachers' professional growth regardless of educational background, although those with higher education perceive slightly better mentoring. The variation in specific mentoring needs highlights the importance of tailoring leadership approaches to meet teachers' different educational experiences. These findings align with Naguit (2023), who emphasized that active and sustained leadership engagement enhances teacher motivation and instructional quality.

Table 17

Level of Area Coordinators' Leadership Skills in Technical Assistance when grouped according to Educational Attainment

Items	Lower		Higher	
As an area coordinator, they…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Provide high-quality instructional materials aligned with the curriculum.	3.70	High Level	3.73	High Level
2. works directly with teachers and guides them in the use of innovative teaching tools and strategies.	3.80	High Level	3.91	High Level
3. Assist teachers in integrating digital platforms and technology to enhance teaching and learning.	3.65	High Level	3.82	High Level
4. Collaborate with teachers to develop well-structured curricula.	3.93	High Level	3.82	High Level
5. assists teachers in aligning their instructional methods with student learning needs.	3.78	High Level	3.91	High Level
6. provides technical support for classroom management.	3.83	High Level	3.82	High Level
7. streamlines access to essential resources.	3.78	High Level	3.73	High Level
8. Organize professional development activities.	3.98	High Level	4.00	High Level
9. Provide follow-up support as teachers implement new instructional strategies.	3.93	High Level	3.73	High Level
10. provides technical assistance as needed.	3.98	High Level	3.91	High Level
Overall Mean	**3.83**	**High Level**	**3.84**	**High Level**

Table 17 shows the level of area coordinators' leadership skills in technical assistance grouped by highest educational attainment. Both groups rated coordinators at a high level, with overall means nearly the same: 3.83 for teachers with lower educational attainment and

3.84 for those with higher educational attainment. This indicates strong, consistent technical support regardless of educational background. The findings suggest coordinators effectively provide professional development and instructional support, though both groups noted a need for better support in integrating digital platforms and streamlining resource access. These results align with Dimatera (2024), who stresses that effective instructional leadership combines active teacher preparation, logistical support, and fostering a culture of innovation to enhance teaching quality and student outcomes.

Table 18
Level of Area Coordinators' Leadership Skills in Management Styles when grouped according to Educational Attainment

Items	Lower		Higher	
As an area coordinator, they…	Mean	Interpretation	Mean	Interpretation
1. Adapt leadership approaches for effective direction.	4.13	High Level	4.18	High Level
2. fosters teamwork by encouraging open communication.	4.10	High Level	4.55	Very High Level
3. recognizes individual strengths and fosters an inclusive environment.	4.18	High Level	4.36	High Level
4. Address disagreements promptly.	3.95	High Level	4.09	High Level
5. Adjust strategies to meet unexpected challenges.	3.95	High Level	4.09	High Level
6. fosters a positive, motivating environment.	4.20	High Level	4.45	High Level
7. Make confident, timely decisions while considering all relevant factors.	4.15	High Level	4.09	High Level
8. Set clear expectations, follow up on commitments, and guide team members to meet objectives.	4.15	High Level	4.18	High Level
9. Build trust through integrity, consistency, and reliability.	4.18	High Level	4.27	High Level
10. seeks input and constructive feedback to improve leadership.	4.05	High Level	4.09	High Level
Overall Mean	**4.10**	**High Level**	**4.24**	**High Level**

Table 18 shows the level of area coordinators' leadership skills in management styles by highest educational attainment. Both groups rated coordinators' skills as high, with an overall mean of 4.10 for lower educational attainment and 4.24 for higher educational attainment. Coordinators excel in fostering teamwork and motivation but need to improve in managing conflicts and adapting strategies. This supports Dela Cruz et al. (2025), highlighting flexible leadership as essential for motivating teachers and improving instruction.

Level of Teacher's Performance when grouped according to Sex, Length of Service, and Highest Educational Attainment

Table 19
Level of Teacher's Performance when grouped according to Sex, Length of Service, and Highest Educational Attainment

Variable	Category	Mean	Interpretation
Sex	Male	4.43	Very Satisfactory

	Female	4.59	Outstanding
Length of Service	Shorter	4.50	Outstanding
	Longer	4.59	Outstanding
Educational Attainment	Lower	4.53	Outstanding
	Higher	4.65	Outstanding

Table 19 shows teachers' performance by sex, length of service, and highest educational attainment, all rated highly. Female teachers scored slightly higher (4.59, Outstanding) than males (4.43, Very Satisfactory). Teachers with longer service and higher education also received higher ratings (4.59 and 4.65, respectively). Overall, teacher performance is consistently outstanding regardless of these factors, reflecting a strong institutional culture and support system. The gender difference may relate to varying teaching styles and commitment levels, supporting Gaviola et al. (2024), who noted that female teachers tend to excel in student-centered approaches, leading to higher evaluations.

Comparative Analysis of the Level of Area Coordinators' Leadership Skills in Communication, Mentoring, Technical Assistance, and Management styles when grouped and compared according to Sex, Length of Service, and Educational Attainment.

Table 20
Difference in the Level of Area Coordinators' Leadership Skills in Communication when grouped and compared according to Profile Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	11	21.27	168.000	0.225		Not Significant
	Female	40	27.30				
Length of Service	Shorter	22	30.98	209.500	0.034	0.05	Significant
	Longer	29	22.22				
Educational Attainment	Lower	40	26.13				
	Higher	11	25.55	215.000	0.907		Not Significant
	Higher	16	20.75				

The analysis revealed no significant difference in perceptions of area coordinators' communication skills based on sex or educational attainment, indicating consistent views across these groups. However, length of service showed a significant effect, with less experienced teachers rating communication leadership more favorably than their senior counterparts. This suggests the need for tailored leadership approaches and targeted support for early-career teachers to enhance effectiveness and professional growth (Bacus et al., 2024).

Table 21
Difference in the Level of Area Coordinators' Leadership Skills in Mentoring when grouped and compared according to Profile Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Sex	Male	11	23.00	187.000	0.446		Not Significant
	Female	40	26.83				
Length of Service	Shorter	22	29.16	249.500	0.182		Not Significant
	Longer	29	23.60			0.05	
Educational Attainment	Lower	40	25.99				
	Higher	11	26.05	219.500	0.991		Not Significant
	Higher	16	21.38				

Table 21 reveals no significant differences in teachers' perceptions of area coordinators' mentoring skills across sex, length of service, and educational attainment, as all p-values exceeded 0.05. This suggests consistent mentoring effectiveness regardless of demographic or professional variables, reflecting the organization's successful standardization of leadership training and development. Such uniformity promotes equity and inclusivity in mentoring support, ensuring all teachers receive similar guidance irrespective of their coordinator's profile. These results align with Puruwita et al. (2022), who stressed that systematic and equitable instructional leadership fosters consistent professional growth across diverse teacher groups.

Table 22
Difference in the Level of Area Coordinators' Leadership Skills in Technical Assistance when grouped and compared according to Profile Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Sex	Male	11	23.68	194.500	0.557		Not Significant
	Female	40	26.64				
Length of Service	Shorter	22	29.41	244.000	0.151		Not Significant
	Longer	29	23.41			0.05	
Educational Attainment	Lower	40	26.00				
	Higher	11	26.00	220.000	1.000		Not Significant
	Higher	16	21.63				

Table 22 shows no significant differences in teachers' perceptions of area coordinators' leadership skills in technical assistance across sex, length of service, and highest educational attainment, with all p-values above 0.05. This indicates that technical assistance is viewed consistently across diverse teacher groups, reflecting the coordinators' ability to provide equitable and inclusive support. Such uniform perceptions highlight the coordinators' effective communication and leadership in fostering an environment that values innovative instructional strategies. These findings support Daing and Mustapha (2023), who emphasized that inclusive leadership through technical assistance enhances teacher performance and job satisfaction regardless of demographic or professional background.

Table 23
Differences in the Level of Area Coordinators' Leadership Skills in Management Styles when grouped and compared according to Profile Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Sex	Male	11	24.05	198.500	0.617		Not Significant
	Female	40	26.54				
Length of Service	Shorter	22	28.84	256.500	0.228	0.05	Not Significant
	Longer	29	23.84				
Educational Attainment	Lower	40	25.35	194.000	0.546		Not Significant
	Higher	11	28.36				
	Higher	16	23.13				

Table 23 reveals no significant differences in teachers' perceptions of area coordinators' leadership skills in management styles across sex, length of service, and Educational Attainment (all p-values > 0.05). This suggests that management leadership is viewed consistently regardless of demographic or professional backgrounds, reflecting standardized leadership practices likely influenced by effective training and organizational culture. Such uniformity promotes fairness and inclusivity, ensuring coordinators are equally competent in their roles. These findings align with Al-maaitah et al. (2021), who emphasize that effective leadership in public organizations stems from consistent, inclusive management rather than individual characteristics.

Comparative Analysis of the Level of Teachers' Performance when grouped and compared according to Sex, Length of Service, and Educational Attainment

Table 24
Difference in the Level of Teachers' Performance when grouped and compared according to Profile Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Sex	Male	11	19.68	150.500	0.111		Not Significant
	Female	40	27.74				
Length of Service	Shorter	22	25.48	307.500	0.826	0.05	Not Significant
	Longer	29	26.40				
Educational Attainment	Lower	40	25.61	204.500	0.722		Not Significant
	Higher	11	27.41				

Table 24 shows no significant differences in teachers' performance based on sex, length of service, or Educational Attainment (all p-values > 0.05). Male and female teachers, as well as those with varying years of experience and educational backgrounds, demonstrated comparable performance levels. This consistency suggests that teacher effectiveness is not influenced by these demographic or professional factors, reflecting equity and uniformity

within the school system. Such outcomes likely result from standardized professional development, clear expectations, and strong institutional support. These findings corroborate Pacaña and Pedriña (2024), who assert that well-defined roles and organizational backing are critical to enhancing teacher performance, underscoring the importance of supportive work environments for all educators.

Relational Analysis Between the Level of Area Coordinators' Leadership Skills and the Level of Teachers' Performance

Table 25
Relationship Between the Level of Area Coordinators' Leadership Skills and the Level of Teachers' Performance

Variable	rho	p-value	*Sig. level*	Interpretation
Level of Leadership Skills **Teachers' Performance**	-0.057	0.691	0.05	Not Significant

Table 25 presents the correlation between area coordinators' leadership skills and teachers' performance, revealing no significant relationship ($\rho = -0.057$, $p = 0.691$). Despite coordinators' strong leadership in communication and instructional innovation, these efforts do not directly correspond to improved teacher performance. This suggests that other factors—such as teacher motivation, resource availability, and school culture—may play more critical roles in influencing performance outcomes. These findings align with Haryaka and Sjamsir (2021) and Li et al. (2025), who emphasize the greater impact of intrinsic motivation and organizational support over leadership alone in determining teacher effectiveness. Thus, improving teacher performance requires a holistic approach beyond leadership skills, addressing broader contextual and systemic factors.

Conclusion

The findings of this study yield several important conclusions. First, area coordinators consistently exhibit high levels of leadership competence across four key domains: communication, mentorship, technical assistance, and management style. This indicates a generally effective leadership presence within the schools studied, regardless of teacher demographic variables. Second, teacher performance remains consistently high across gender, length of service, and educational attainment, suggesting that professional competence is uniformly strong within the teaching cohort. Notably, novice teachers or those with fewer years of service tend to perceive leadership—particularly in communication—in a more favorable light. This implies that early-career educators value leaders who are accessible and supportive. Lastly, the weak correlation between leadership skills and teacher performance underscores that leadership, while important, is not the sole determinant of instructional effectiveness. Other contextual and individual factors must be considered in efforts to enhance educational outcomes.

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Authorship Contribution Statement

Pagarigan: Concept and design, literature review, data collection, analysis, and interpretation. **Guanzon:** Editing, reviewing, supervision, material support.

Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusion of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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