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School Heads' Supervisory Competence and Management Practices and Their Association with Teacher Performance in Public Schools

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ABSTRACT

This study examined the school heads' supervisory competence and management practices and their influence on teacher performance in selected public elementary schools in Dumanjug District, Cebu Province Division, during School Year 2025–2026. Specifically, it assessed the level of supervisory competence in terms of instructional supervision, professional competence, and motivational competence; determined the extent of management practices in advocacy, planning, implementation, monitoring, evaluation, and support; evaluated teachers' performance based on the DepEd Classroom Observation Tool (COT); and determined the significant relationships between the level of supervisory competence and teacher performance, and between the extent of management practices and teacher performance. A quantitative descriptive-correlational research design was employed, involving 32 teacher respondents selected through universal sampling. Data were analyzed using frequency, percentage, weighted mean, and Pearson product-moment correlation. The findings revealed that school heads were perceived to be Very Competent in supervisory competence and demonstrated a Very High Extent of management practices, while teachers obtained Outstanding performance ratings based on the COT. However, correlation analysis showed that neither supervisory competence nor management practices had a statistically significant relationship with teacher performance. The findings indicate that although school heads exhibited high levels of instructional leadership and effective management, these factors alone did not significantly influence teacher performance. Teacher performance appears to be influenced by a broader interplay of individual, professional, and organizational factors. Based on the findings, a School-Based Continuous Improvement Action Plan was crafted to strengthen instructional leadership, professional learning, and teacher support mechanisms.

KEYWORDS

Supervisory Competence, Management Practices, Teacher Performance, Instructional Leadership, Public Schools, Descriptive-Correlational Research, Cebu Province

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1. Introduction

School leadership is pivotal to educational quality. School heads are expected to serve not only as institutional managers but also as instructional leaders who support teachers' professional growth and improve teaching performance. International education systems, particularly those in Singapore, Finland, and Vietnam, emphasize instructional supervision, classroom observation, pedagogical mentoring, and collaborative professional development. These practices show that effective leadership requires balancing supervisory competence with sound management to foster supportive teaching and learning environments. Sustainable Development Goal 4 (SDG 4) reinforces this priority by advocating inclusive and equitable quality education through competent leadership, qualified teachers, and ongoing professional development (OECD, 2023, as cited in Bo, 2025; Nguyen et al., 2025; Nguyen & Thi, 2025; Ghamrawi, 2022).

In the Philippines, the Department of Education reinforces these expectations through the Philippine Professional Standards for School Heads (PPSSH), which recognize school heads as both instructional leaders and managers of school operations (DepEd Order No. 024, s. 2020). However, balancing administrative responsibilities with instructional supervision remains challenging. School heads often spend considerable time on financial management, resource allocation, documentation, and operational concerns, leaving limited opportunities for meaningful classroom observations, mentoring, and constructive feedback. These challenges are especially evident in geographically isolated and resource-constrained communities, where logistical difficulties and

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limited resources can affect the consistency and quality of supervisory practices. Previous studies likewise emphasize the need to strengthen school heads' supervisory competence and management practices to support teachers' professional development and instructional effectiveness (Macalos, 2024; Operario, 2022; Miani et al., 2025).

Despite established leadership standards, it remains essential to examine how school heads' supervisory competence and management practices influence teacher performance, particularly in local educational settings. Accordingly, this study examines these leadership dimensions as predictors of teacher performance in selected elementary and secondary schools in the Dumanjug District of the Cebu Province Division during School Year 2025–2026. Specifically, it aims to determine the extent to which supervisory competence and management practices predict teacher performance and to use the findings to develop an action plan that strengthens instructional supervision, improves school management, and enhances teachers' professional effectiveness.

2. Literature Review

Three theories explain the relationship between school leadership and teacher performance: Instructional Leadership Theory (Hallinger & Murphy, 1985), Path-Goal Theory (House, 1996), and Self-Efficacy Theory (Bandura, 1977). Instructional Leadership Theory highlights school heads' roles in setting the school's mission, managing instruction, and fostering a positive learning climate. Classroom observation, instructional monitoring, coaching, and constructive feedback strengthen supervision and teaching quality. In response to evolving educational demands, Oguntoye (2024) stresses digital-pedagogical leadership skills that support adaptive instruction. Path-Goal Theory explains how leaders boost teacher motivation and performance by providing resources, removing administrative barriers, and clarifying organizational goals. Effective management allows teachers to focus on instruction, while supportive management in resource-limited schools promotes retention and reduces work-related stress (Akullo et al., 2025). Bandura's Self-Efficacy Theory links individuals' beliefs in their abilities to their actions and performance. Through supervision, constructive feedback, and professional guidance, school heads can build teachers' confidence and instructional competence. Studies also find that clinical supervision and institutional support help teachers manage diverse learners and adapt to changing conditions (Ajugo, 2024; Akullo et al., 2025; Chaula, 2023).

In the Philippines, school leadership and teacher performance follow established policies. Republic Act No. 9155, the Governance of Basic Education Act of 2001, defines school heads as instructional leaders and administrative managers accountable for effective governance and improved learning. DepEd Order No. 024, s. 2020, adopting the Philippine Professional Standards for School Heads (PPSSH), sets competencies in strategic leadership, school operations, and curriculum and instructional supervision. These standards guide assessments of school heads' supervisory competence and management practices. Alvarez (2022), Ngoho and Pañares (2023), and Patiga (2025) highlight their role in strengthening leadership and accountability. DepEd Order No. 2, s. 2015, establishes the Results-Based Performance Management System (RPMS), including teacher evaluation through the Individual Performance Commitment and Review Form (IPCRF). Cadag (2024) observed that while teachers generally receive favorable ratings, assessment supports development only when accompanied by technical assistance, feedback, and clear performance expectations. Together, these policies require school heads to supervise effectively, manage resources, and help teachers meet professional standards.

Empirical studies link leadership, instructional support, and teacher performance. Villacorte (2025) found that effective leadership fosters collaboration, accountability, and a productive teaching environment. Macayanan and Abalos (2023) associated consistent instructional monitoring and coaching with higher teacher IPCRF ratings. However, Marapao and Excelise (2025) found no significant direct link between Learning Action Cell effectiveness and performance in Bukidnon, despite generally very satisfactory IPCRF ratings. These findings indicate that performance reflects multiple factors, including leadership, professional development, resources, and individual competencies. Effective supervision and management support teacher development, but their predictive influence on performance requires further study. This study examines that influence and proposes an action plan to strengthen leadership and teacher effectiveness.

3. Purpose of the Study

This study examined how school heads' supervisory competence and management practices predict teacher performance in selected elementary and secondary schools in Dumanjug District, Cebu Province Division, during School Year 2025–2026. It assessed supervisory competence—instructional supervision, professional competence, and motivation—as perceived by teachers; management practices in advocating, planning, implementing, monitoring, evaluating, and supporting; and teacher performance based on the two most recent Department of Education standardized classroom observation assessments. It also tested the relationships between supervisory competence and teacher performance, and between management practices and teacher performance. Findings will inform a School-Based Continuous Improvement Action Plan to strengthen supervision, improve management, and enhance teacher performance.

4. Research Methodology

This quantitative descriptive-correlational study assessed school heads' supervisory competence and management practices as predictors of teacher performance in selected elementary and secondary schools in Dumanjug District, Cebu Province Division, during School Year 2025–2026. It measured supervisory competence in instructional supervision, professional competence, and motivation; management practices in advocating, planning, implementing, monitoring, evaluating, and supporting; and teacher

performance through teachers' two latest ratings on DepEd's standardized classroom observation tool. Correlational analyses examined links between supervisory competence and performance, and between management practices and performance. Data came from teacher questionnaires and performance records, collected with appropriate permissions and confidentiality safeguards. Descriptive and inferential statistics identified variable levels, patterns, and relationships. Findings informed a School-Based Continuous Improvement Action Plan for Teacher Performance.

5. Results and Discussion

This section presents, analyzes, and interprets data on the supervisory competence of school heads and their management practices as predictors of teacher performance in the identified elementary and secondary schools in the Dumanjug District, Cebu Province Division, during the school year 2025-2026.

5.1 Level of Supervisory Competence of the School Heads in terms of Instructional Supervision

Instructional supervision is a key responsibility of school heads, shaping teachers' practices and professional growth, as well as the quality of student learning. It supports continuous improvement through guidance, technical assistance, constructive feedback, and collaboration. Table 1 presents the results.

Table 1

Level of Supervisory Competence of the School Head in terms of Instructional Supervision

n=32

S/N	A. Instructional Supervision	WM	Verbal Description
	My school head is competent in...		
1	Assisting teachers in lesson planning by inspecting/checking and giving comments and recommendations.	3.91	Very Competent
2	Assisting teachers in developing/selecting instructional materials (IMs) by recommending suitable/aligned IMs for lesson activities/content.	3.84	Very Competent
3	Checking that the assessment aligns with the planned content.	3.75	Very Competent
4	Helping evaluate and enhance curriculum content to meet pupils' learning needs.	3.84	Very Competent
5	Creating a pleasant climate before providing technical assistance.	3.88	Very Competent
6	Talking cordially with teachers to encourage them to use appropriate teaching methods/strategies.	3.38	Competent
7	Instructing teachers on the proper use of technology in lesson delivery.	3.78	Very Competent
8	Conducting a post-conference with every teacher observed.	3.91	Very Competent
9	Facilitating the exchange of ideas on teaching enhancement.	3.84	Very Competent
10	Allowing teachers to justify their teaching performance.	3.84	Very Competent

S/N	A. Instructional Supervision	WM	Verbal Description
11	Providing the concerned teacher with the COT result.	3.91	Very Competent
	Aggregate Weighted Mean:	3.84	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;
1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 1, the overall aggregate weighted mean of 3.84, verbally interpreted as Very Competent, indicates that school heads demonstrate a high level of instructional supervisory competence. The highest-rated indicators were assisting teachers in lesson planning, conducting post-conferences, and providing Classroom Observation Tool (COT) results (WM = 3.91). Other highly rated practices included creating a pleasant climate for technical assistance, developing instructional materials, enhancing curriculum content, facilitating the exchange of teaching ideas, and allowing teachers to justify their performance (WM = 3.84–3.88). Meanwhile, encouraging teachers through cordial conversations on appropriate teaching strategies received the lowest rating (WM = 3.38), interpreted as Competent.

These findings suggest that school heads effectively fulfill their instructional leadership roles through classroom observation, constructive feedback, lesson-planning assistance, and professional support. Their practices promote reflective teaching and continuous instructional improvement. However, the relatively low rating on interpersonal encouragement highlights the need to strengthen coaching relationships, open communication, and collegial support to further enhance teachers' confidence and professional growth.

The results are consistent with the instructional leadership framework advanced by Shaked and Hallinger (2026), who emphasized that effective school leaders improve teaching and learning by supervising instruction, coordinating curriculum, monitoring classroom practices, and supporting teachers' professional development. Likewise, Kilag and Sasan (2023) found that leadership practices directly related to teaching and learning, particularly promoting and participating in teacher learning and development, have the strongest positive effects on student outcomes. Furthermore, Ameli et al. (2024) emphasized that developmental supervision should involve collaboration, reflective dialogue, coaching, and professional support rather than simple evaluation.

5.2 Level of Supervisory Competence of the School Head in terms of Professional Competence

Professional competence measures school heads' ability to support teachers' growth through evaluation, development, guidance, mentoring, and supervision. It also reflects leadership that fosters continuous learning, accountability, innovation, and commitment. Table 2 presents respondents' assessments of school heads' supervisory competence in this area.

Table 2

Level of Supervisory Competence of the School Head in terms of Professional Competence

n=32

S/N	B. Professional Competence	WM	Verbal Description
	My school head is competent in…		
1	Using the standard evaluation tool to determine the teachers' level of performance.	3.81	Very Competent
2	Using individual teachers' educational profiles as a basis for recommending professional development.	3.88	Very Competent
3	Facilitating teachers' access to resources for professional enhancement.	3.84	Very Competent
4	Cordially suggesting instructional improvement.	3.91	Very Competent
5	Conducting in-service programs to improve teachers' performance.	3.88	Very Competent

S/N	B. Professional Competence	WM	Verbal Description
6	Conducting Teacher Induction Program (TIP) for new teachers.	3.88	Very Competent
7	Evaluating teachers through classroom tasks.	4.00	Very Competent
8	Informing teachers about the supervisory activities/schedules.	4.00	Very Competent
9	Challenging teachers to try out new ways of performing their teaching tasks.	3.97	Very Competent
10	Emphasizing a sense of duty and commitment to work.	3.94	Very Competent
	Aggregate Weighted Mean:	3.91	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;
1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As presented in Table 2, the overall aggregate weighted mean of 3.91, verbally interpreted as "Very Competent," indicates that school heads demonstrate a high level of professional competence in carrying out their supervisory responsibilities. The highest-rated indicators were evaluating teachers through classroom activities and informing them of supervisory activities and schedules (WM = 4.00). Other highly rated practices included encouraging innovative teaching approaches (WM = 3.97), fostering work commitment (WM = 3.94), and providing instructional recommendations (WM = 3.91). The use of standard evaluation tools received the lowest rating (WM = 3.81), although it was still interpreted as "Very Competent."

These findings indicate that school heads effectively enhance instructional quality and support teachers' professional growth through classroom supervision, constructive feedback, performance evaluation, and professional development opportunities. Their practices demonstrate a developmental approach to supervision that promotes accountability, continuous professional learning, reflective teaching, and improved instructional performance.

These findings are supported by Gading (2024), Kilag and Sasan (2023), Magdaraog (2024), and Amzat et al. (2022), who emphasized that instructional and distributed leadership, professional development, and positive school climates enhance teachers' professional competence. Similarly, Prestiadi et al. (2022) highlighted that systematic instructional supervision, mentoring, and continuous support strengthen teachers' professionalism and instructional effectiveness.

5.3 Level of Supervisory Competence of the School Head in terms of Motivational Competence

Motivational competence refers to the school head's ability to inspire and encourage teachers through recognition and professional support. Table 3 presents the results.

Table 3

Level of Supervisory Competence of the School Head in terms of

Motivational Competence

S/N	C. Motivational Competence	WM	Verbal Description
	My school head is competent in...		
1	Encouraging teachers to willingly participate in departmental duties.	4.16	Very Competent
2	Inspiring teachers to aim high in their work life.	4.09	Very Competent
3	Encouraging teachers to express their ideas in meetings.	4.09	Very Competent
4	Inspiring teachers to perform to their best.	4.06	Very Competent

S/N	C. Motivational Competence	WM	Verbal Description
5	Enjoining teachers to enhance their teaching skills.	4.00	Very Competent
6	Inspiring teachers to acquire more knowledge to enhance their teaching skills.	4.06	Very Competent
7	Encouraging teachers to pursue advanced education.	4.06	Very Competent
8	Encouraging teachers to strengthen their good potentials	4.00	Very Competent
9	Giving pieces of advice to teachers to find ways in improving their self-confidence	4.06	Very Competent
10	Encouraging teachers to take pride in their performance at school.	3.88	Very Competent
	Aggregate Weighted Mean:	4.05	Very Competent

n=32

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;

1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 3, school heads demonstrated a Very Competent level of motivational competence, with an aggregate weighted mean of 4.05. All indicators obtained means ranging from 3.88 to 4.16. The highest-rated practice was encouraging teachers to participate willingly in departmental duties (WM = 4.16), followed by inspiring teachers to aim high professionally and express their ideas during meetings (WM = 4.09). Meanwhile, encouraging teachers to take pride in their school performance received the lowest rating (WM = 3.88), although it was still interpreted as Very Competent.

These findings indicate that school heads effectively motivate teachers through encouragement, professional development, and active participation in school activities. Their practices promote collaboration, professional growth, and commitment to organizational goals. Consistent with transformational leadership, these motivational behaviors empower teachers to improve their competencies, strengthen job satisfaction, and contribute to continuous school improvement.

These findings are supported by Kılınç et al. (2024), Adeoye et al. (2025), and Abdulaziz Alfayez et al. (2024), who emphasized that transformational and supportive leadership, teacher autonomy, recognition, and professional development strengthen teacher motivation, commitment, engagement, and instructional performance.

5.4 Summary Table on the Level of Supervisory Competence of the School Head

Table 4 summarizes respondents' assessments of school heads' instructional, professional, and motivational supervisory competence, showing how well they supervise, support, and motivate teachers toward instructional excellence and organizational goals.

Table 4

Summary Table on the Level of Supervisory Competence of the School Head

n=32

Supervisory Competencies	WM	Verbal Description
Instructional Supervision	3.84	Very Competent
Professional Competence	3.91	Very Competent
Motivational Competence	4.05	Very Competent
Aggregate Weighted Mean:	3.93	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;

1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 4, all three dimensions received Very Competent ratings, with motivational competence obtaining the highest weighted mean (WM = 4.05), followed by professional competence (WM = 3.91) and instructional supervision (WM = 3.84). The overall aggregate weighted mean of 3.93 indicates a Very Competent level of supervisory competence. These findings suggest

that school heads effectively perform their supervisory responsibilities through teacher motivation, professional guidance, and instructional monitoring. The results highlight motivational competence as a particular strength while affirming that all three dimensions contribute to effective instructional leadership, a supportive school environment, and continuous improvement in teaching performance.

Hallinger, Liu, and Chen (2025) found that instructional leadership positively influences teachers' trust, self-efficacy, commitment, and job satisfaction. Similarly, Hallinger, Liu, and Niu (2025) established that instructional leadership strengthens teacher self-efficacy and collective efficacy, highlighting the importance of effective instructional supervision in improving teachers' professional confidence and instructional effectiveness.

5.4 Extent of Management Practices of the School Heads in terms of Advocating

This section presents respondents' assessments of school heads' practices across six dimensions: advocating, planning, implementing, monitoring, evaluating, and supporting—key functions of effective leadership and school performance.

Table 5

Extent of Management Practices of the School Heads in terms of Advocating

n=32

S/N	A. Advocating	WM	Verbal Description
	My school head is competent in…		
1	Talking about future trends that will influence how schoolwork gets done.	3.94	Very Competent
2	Praising teachers to encourage a job well done.	3.97	Very Competent
3	Encourages teachers to make use of technology-integrated teaching	3.84	Very Competent
4	Encouraging cooperative relationships among colleagues in accomplishing group tasks.	4.00	Very Competent
5	Spending time and energy in convincing teachers to adhere to agreed standards.	3.75	Very Competent
6	Enjoining teachers to focus on the new trends in the teaching-learning process.	3.84	Very Competent
7	Appealing to follow through on promises and commitments.	3.94	Very Competent
8	Enjoining teachers to accomplish tasks collaboratively	3.97	Very Competent
	Aggregate Weighted Mean:	3.91	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;
1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 5, school heads demonstrated a Very Competent level of advocacy competence, with an aggregate weighted mean of 3.91. The highest-rated indicator was encouraging cooperative relationships among colleagues (WM = 4.00), followed by recognizing teachers' accomplishments and promoting collaborative task completion (WM = 3.97). Meanwhile, convincing teachers to adhere to agreed standards received the lowest rating (WM = 3.75), although it was still interpreted as Very Competent. These findings indicate that school heads effectively promote collaboration, teamwork, teacher recognition, and professional accountability. Their advocacy for technology integration and emerging educational trends also reflects their commitment to innovation and continuous improvement. Overall, these practices foster a supportive school environment, strengthen teacher engagement, and encourage collective responsibility toward achieving educational goals.

These findings are supported by Bass's (2015) transformational leadership theory, as cited in Bux et al. (2025), which highlights inspiration, collaboration, and shared vision. Similarly, Leithwood and Jantzi (1990), as cited in Wilson Heenan et al. (2023), emphasized that collaborative cultures, professional support, and shared goals contribute to school improvement. Robinson et al. (2008), as cited in DeMatthews et al. (2021), likewise established that promoting teacher learning, clear expectations, and supportive relationships positively influence teaching quality and student achievement.

5.5 Extent of Management Practices of the School Heads

in terms of Planning

Planning refers to the school head's ability to establish goals, organize programs, allocate resources, and coordinate instructional and administrative activities to ensure effective school operations and achievement of educational objectives. Table 6 presents the results.

Table 6

Extent of Management Practices of the School Heads in terms of Planning

n=32

S/N	B. Planning	WM	Verbal Description
	My school head is competent in…		
1	Planning programs for the improvement of instruction in our school.	3.88	Very Competent
2	Planning for the acquisition of instructional materials.	3.88	Very Competent
3	Planning strategies to attain educational goals in school.	3.94	Very Competent
4	Planning for disciplinary policies.	3.94	Very Competent
5	Planning rewards for the accomplishment of goals.	3.75	Very Competent
6	Planning structural facilities.	3.84	Very Competent
7	Planning schedule of activities.	3.97	Very Competent
8	Scheduling Instructional Supervision.	3.84	Very Competent
	Aggregate Weighted Mean:	3.88	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;

1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 7, school heads demonstrated Very Competent planning competence, with an aggregate weighted mean of 3.88. All indicators had means ranging from 3.75 to 3.97. Scheduling school activities received the highest rating (WM = 3.97), followed by planning strategies to achieve educational goals and disciplinary policies (both WM = 3.94). Meanwhile, planning rewards for goal achievement received the lowest rating (WM = 3.75), though it was still interpreted as Very Competent.

These findings indicate that school heads effectively plan and coordinate instructional and administrative activities, align strategies with educational goals, and maintain an organized school environment. However, the relatively low rating for planning rewards suggests an opportunity to strengthen recognition and incentive mechanisms. Overall, effective planning enables school heads to set clear priorities, allocate resources, anticipate challenges, and ensure the systematic implementation of school programs and activities.

These findings align with Fayol's management theory (2016), as cited in Coviello et al. (2024), which identifies planning as a fundamental management function that provides organizational direction. Similarly, Drucker (2018), as cited in Bolman and Deal (2026), emphasized that clear objectives and systematic planning are essential to organizational effectiveness and success.

5.6 Extent of Management Practices of the School Heads in terms of Implementing

Implementation refers to the school head's ability to translate plans and policies into action through effective communication, resource mobilization, technical support, supervision, and progress monitoring to ensure successful school program implementation. Table 7 presents the results.

Table 7

Extent of Management Practices of the School Heads in terms of Implementing

n=32

S/N	C. Implementing	WM	Verbal Description
	My school head is competent in...		
1	Communicating when to implement school programs, projects, and activities.	3.88	Very Competent
2	Setting the school for the implementation of the school programs, projects, and activities	3.88	Very Competent
3	Implementing school programs, projects, and activities with teachers.	3.94	Very Competent
4	Giving technical assistance to teachers.	3.94	Very Competent
5	Giving clear direction on how Instructional Supervision is conducted.	3.75	Very Competent
6	Rating teachers' performance.	3.84	Very Competent
7	Conducting Instructional Supervision as scheduled.	3.97	Very Competent
8	Giving information to teachers concerned about the result(s) of the Instructional Supervision with confidentiality.	3.84	Very Competent
	Aggregate Weighted Mean:	3.88	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;
1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 7, school heads demonstrated a Very Competent level of implementing competence, with an aggregate weighted mean of 3.88. All indicators obtained means ranging from 3.75 to 3.97. Conducting instructional supervision as scheduled received the highest rating (WM = 3.97), followed by implementing school programs and providing technical assistance to teachers (both WM = 3.94). Meanwhile, providing clear directions on instructional supervision received the lowest rating (WM = 3.75), although it was still interpreted as Very Competent.

These findings indicate that school heads effectively translate plans into action through instructional supervision, program implementation, and technical assistance. However, the relatively lower rating for providing clear supervisory directions highlights the need to strengthen communication regarding supervisory expectations, procedures, and performance standards. Overall, effective implementation reflects school heads' ability to ensure accountability, support teachers, and achieve institutional goals through systematic execution of school programs and activities.

Hallinger (2020) emphasized that effective program implementation requires instructional supervision, clear expectations, and continuous teacher support. Similarly, Leithwood et al. (2020) highlighted the importance of strengthening teachers' professional capacity and ensuring effective execution of school initiatives. Meyer et al. (2022) likewise found that instructional supervision, teacher support, and professional learning contribute significantly to improved educational outcomes.

5.8 Extent of Management Practices of the School Heads in terms of Monitoring

Monitoring refers to the school head's continuous supervision and evaluation of instructional processes and school operations to ensure adherence to established standards and achievement of educational goals. Table 8 presents the results.

Table 8

5.12 Extent of Management Practices of the School Heads in terms of Monitoring

n=32

S/N	C. Monitoring	WM	Verbal Description
	My school head is competent in…		
1	Visiting classes as scheduled.	3.91	Very Competent
2	Doing informal visits to classes	3.94	Very Competent
3	Visiting classes even out of schedule	3.81	Very Competent
4	Inspection of lesson plans regularly	3.91	Very Competent
5	Inspecting the IM's used by teachers.	3.75	Very Competent
6	Checking teachers' compliance with suggestions and recommendations.	3.88	Very Competent
7	Inspecting class records and other forms to determine learners' progress.	3. 84	Very Competent
8	Inspecting whether the subject corners are updated	3.91	Very Competent
9	Checking if classrooms are conducive to learning	3.88	
	Aggregate Weighted Mean:	3.87	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;

1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 8, school heads demonstrated a Very Competent level of monitoring competence, with an aggregate weighted mean of 3.87. Informal classroom visits received the highest rating (WM = 3.94), followed by scheduled classroom visits, regular lesson plan inspections, and checks of updated subject corners (all WM = 3.91). Inspecting teachers' instructional materials received the lowest rating (WM = 3.75), though it was still rated Very Competent.

These findings suggest that school heads effectively monitor instruction through classroom observations, lesson plan reviews, and regular inspections of learning environments. These practices promote instructional accountability, create opportunities for constructive feedback, and support teachers' professional development. However, the comparatively lower rating for inspecting instructional materials points to a need for stronger monitoring of the quality, appropriateness, and use of these resources to enhance teaching and learning.

The findings are supported by Meyer et al. (2022), who emphasized that classroom observation, coaching, mentoring, and timely feedback improve teacher performance and student learning. Similarly, Andal and Octobre (2025) highlighted the importance of continuous clinical supervision in strengthening teachers' instructional competencies. Oropa and Mangadlao (2025) likewise emphasized that effective monitoring should extend beyond compliance and serve as a developmental process that promotes instructional excellence and continuous school improvement.

5.7 Extent of Management Practices of the School Heads in terms of Evaluating

Evaluation refers to the systematic assessment of teachers' instructional practices, learner outcomes, and school performance to determine effectiveness, ensure accountability, and promote continuous improvement in teaching and learning. Table 9 presents the results.

Table 9

Extent of Management Practices of the School Heads in terms of Evaluating

n=32

S/N	E. Evaluating	WM	Verbal Description
	My school head is competent in…		

S/N	E. Evaluating	WM	Verbal Description
1	Measuring the mastery of content knowledge and its application.	3.81	Very Competent
2	Checking if the teachers applied appropriate innovative teaching strategies and classroom management practices.	3.97	Very Competent
3	Checking if the classroom is conducive for learning.	3.97	Very Competent
4	Evaluates if the teacher addresses learner diversity using the standard tool.	3.84	Very Competent
5	Checking if the teacher counsels and guides learners through records.	3.88	Very Competent
6	Evaluating stakeholders' engagement to promote learning and improve pupils' performance.	3.94	Very Competent
7	Checking if the teacher designed, selected, organized and used assessment strategies aligned with the curriculum requirements.	3.91	Very Competent
8	Evaluating learners' progress and achievement using attainment data/ anecdotal records.	3.84	Very Competent
9	Evaluating various related works/activities that contribute to the teaching-learning process, such as attendance at trainings/ seminars, as a resource person, coordinatorship, and coaching and mentoring learners in competitions.	3.91	Very Competent
10	Examining regularly the teachers' satisfaction level as a basis for revisiting school climate.	3.88	Very Competent
	Aggregate Weighted Mean:	3.89	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;
1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 9, school heads demonstrated a Very Competent level of evaluation competence, with an aggregate weighted mean of 3.89. All indicators obtained means ranging from 3.81 to 3.97. Evaluating the use of innovative teaching strategies and classroom management practices, as well as ensuring a conducive learning environment, received the highest ratings (WM = 3.97). Meanwhile, assessing teachers' mastery of content knowledge and its application received the lowest rating (WM = 3.81), although it was still interpreted as Very Competent.

These findings indicate that school heads effectively evaluate instructional practices, classroom conditions, assessment strategies, and stakeholder engagement to ensure educational quality. Their evaluative practices enable them to identify instructional

strengths, address areas for improvement, and provide appropriate professional support. Overall, systematic evaluation promotes accountability, evidence-based decision-making, and continuous improvement in teaching effectiveness and learner outcomes.

Ramos and Anonuevo (2024) concluded that school heads play a critical role in maintaining instructional quality through classroom observations, instructional monitoring, and continuous teacher evaluation. These evaluative practices promote professional growth and improve teaching effectiveness. Similar findings were reported by Godes and Dioso (2024), who found that instructional supervision, including classroom evaluation and continuous monitoring, enhances teachers' instructional effectiveness and professional growth.

5.8 Extent of Management Practices of the School Heads in terms of Supporting

Supporting refers to the school head's provision of resources, guidance, motivation, professional development, and recognition to enhance teachers' instructional competence, job satisfaction, and overall effectiveness. Table 10 presents the results.

Table 10

Extent of Management Practices of the School Heads in terms of Supporting

n=32

S/N	F. Supporting	WM	Verbal Description
	My school head is competent in…		
1	Recognizing and rewarding teachers with a high level of performance.	3.66	Very Competent
2	Giving attention to teachers' needs for instructional materials.	3.84	Very Competent
3	Finding ways to allocate financial resources to provide enough instructional facilities	3.88	Very Competent
4	Giving clarifications on individual strengths and weaknesses as a basis for providing support.	3.84	Very Competent
5	Assisting teachers in improving their self-confidence in teaching through INSET, SLAC, training, and seminars.	3.88	Very Competent
6	Encouraging teachers to attend to important activities in relation to their educational advancement to a reasonable level, such as immersion	3.97	Very Competent
7	Providing opportunity for teachers to undergo trainings relative to the designated ancillary service/s	3.97	Very Competent
8	Attending to teachers' complaints to relieve their pain/stress.	3.81	Very Competent
	Aggregate Weighted Mean:	3.86	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;

1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As presented in Table 10, school heads demonstrated a Very Competent level of supporting competence, with an aggregate weighted mean of 3.86. Encouraging teachers to attend educational advancement activities and providing training related to their ancillary services obtained the highest ratings (WM = 3.97). These were followed by allocating resources for instructional facilities

and providing opportunities for INSET, SLAC sessions, and seminars (both WM = 3.88). Meanwhile, recognizing and rewarding teachers' outstanding performance received the lowest rating (WM = 3.66).

These findings indicate that school heads effectively support teachers through professional development opportunities, resource provision, and instructional assistance. However, the relatively lower rating for recognition and rewards highlights the need to strengthen incentive mechanisms that acknowledge teachers' accomplishments and contributions. Overall, supportive leadership promotes teacher empowerment, professional growth, job satisfaction, and instructional effectiveness.

Liu et al. (2025) and Siswanto et al. (2025) support these findings, emphasizing that supportive leadership enhances teacher well-being, professional learning, and instructional effectiveness. Similarly, Timperley and Twyford (2022) highlighted that continuous professional learning, coaching, and collaboration strengthen teachers' confidence, reflective practices, and responsiveness to learners' needs.

5.9 Summary on the Extent of Management Practices of the School Heads

Table 11 summarizes teachers' assessments of school heads' management practices across six dimensions: advocating, planning, implementing, monitoring, evaluating, and supporting, presenting their weighted means and corresponding verbal interpretations to provide an overall assessment of managerial competence.

Table 11

Summary Table on the Extent of Management Practices of the School Heads

n=32

Management Practices	WM	Verbal Description
Advocating	3.91	Very Competent
Planning	3.88	Very Competent
Implementing	3.88	Very Competent
Monitoring	3.87	Very Competent
Evaluating	3.89	Very Competent
Supporting	3.86	Very Competent
Aggregate Weighted Mean:	3.88	Very Competent

Legend: 4.21 – 5.00 Highly Competent; 3.41 – 4.20 Very Competent; 2.61 – 3.40 Competent;

1.81 – 2.60 Moderately Competent; 1.00 – 1.80 Slightly Competent

As shown in Table 11, all six management dimensions were rated Very Competent, with weighted means ranging from 3.86 to 3.91. Advocating obtained the highest rating (WM = 3.91), followed by evaluating (WM = 3.89), planning and implementing (both WM = 3.88), monitoring (WM = 3.87), and supporting (WM = 3.86). The overall aggregate weighted mean of 3.88 indicates a Very Competent level of school heads' management practices.

These findings suggest that school heads demonstrate balanced managerial and instructional leadership competencies across the major management functions. Their ability to advocate, plan, implement, monitor, evaluate, and support reflects effective school governance, collaboration, accountability, and continuous improvement. Although supporting received the lowest rating, it remains within the Very Competent category, indicating opportunities to further strengthen teacher mentoring, coaching, and professional well-being initiatives.

The findings align with UNESCO (2024), which emphasizes the role of school leadership in improving educational quality through strategic planning, instructional monitoring, and stakeholder engagement. They also reflect the Philippine Professional Standards for School Heads (PPSSH), which underscore the importance of strategic leadership, school operations management, instructional leadership, partnerships, and professional development for achieving school effectiveness.

5.10 Performance of Teachers Based on the Performance Management and Evaluation System

Table 12 examines teacher performance under the Performance Management and Evaluation System (PMES), which assesses teachers' effectiveness in fulfilling their instructional, professional, and organizational responsibilities. In the Philippine basic education system, PMES provides a framework for evaluating performance, promoting accountability, and supporting continuous professional development.

Table 12

5.20 Performance of Teachers Based on the Standardized Classroom Observation Tool of DepEd

n=32

Performance Level	Rating Range	f	%
Outstanding	4.50 – 5.00	18	56.25
Very Satisfactory	3.50 – 4.49	13	40.63
Satisfactory	2.50 - 3.49	0	3.12

Unsatisfactory	1.50 – 2.49	1	00.00
Poor	1.0 – 1.49	0	00.00
Total		**32**	**100.00**
	Mean: 4.53 **StDev.: 0.47**		**Outstanding**

As shown in Table 12, most teachers—18 (56.25%)—received an Outstanding performance rating, while 13 (40.63%) were rated Very Satisfactory. Only one teacher (3.12%) fell into the lower performance categories, and none received a Poor rating. The overall mean of 4.53 (SD = 0.47) indicates an Outstanding level of teacher performance.

These findings suggest that teachers consistently demonstrate strong competencies in instructional delivery, classroom management, learner engagement, assessment, and professional responsibilities. The relatively low standard deviation further indicates minimal variation in performance across respondents. Their performance aligns with the Philippine Professional Standards for Teachers (PPST) and the Results-based Performance Management System (RPMS), emphasizing effective instruction and continuous professional growth.

The findings align with the PPST framework, which identifies instructional competence, learner-centered practices, assessment, and professional engagement as essential dimensions of teacher effectiveness. Similarly, Taufik et al. (2025) emphasized that instructional coaching, supportive leadership, professional development, and constructive classroom observation contribute to improved teacher performance and student achievement.

5.11 Test of the Significance of the Relationship

Table 13 presents the results of the test of the significance of the relationship between the school head's supervisory competence and teacher performance.

Table 13

Test of the Significance of the Relationship Between the School Head's Supervisory Competence and Teacher Performance

n=32

Supervisory Competence	r-value	p-value	Decision	Interpretation
Instructional Supervision	-0.218	0.258	Do not Reject Ho	Not Significant
Professional Competence	-0.218	0.231	Do not Reject Ho	Not Significant
Motivational Practices	-0.175	0.339	Do not Reject Ho	Not Significant
Overall Supervisory Competence	-0.206	0.258	Do not Reject Ho	Not Significant

* Significant at $p < 0.05$

As shown in Table 13, none of the dimensions of supervisory competence had a statistically significant relationship with teacher performance. Instructional supervision ($r = -0.218$, $p = 0.258$), professional competence ($r = -0.218$, $p = 0.231$), motivational practices ($r = -0.175$, $p = 0.339$), and overall supervisory competence ($r = -0.206$, $p = 0.258$) all obtained p-values above the 0.05 significance level. Thus, the null hypothesis was not rejected.

These findings indicate that school heads' supervisory competence was not significantly associated with teachers' performance ratings. Although the correlation coefficients showed weak negative relationships, these were not statistically meaningful. This suggests that teacher performance may also depend on other factors, such as professional competence, experience, self-efficacy, and organizational support.

The findings are supported by Gechere et al. (2025) and Hartman (2026), who emphasized that instructional leadership influences teaching primarily through supportive professional environments and continuous learning. Similarly, Đuranović et al. (2024), Li et al. (2025), and Malmström and Öqvist (2025) highlighted that teacher motivation, self-efficacy, and organizational support may play important roles in explaining teacher performance beyond supervisory practices alone.

Table 14

Test of the Significance of the Relationship Between the School Head's Management Practices and Teacher Performance

n=32

Management Practices Dimension	r-value	p-value	Decision	Interpretation
Advocacy	-0.243	0.180	Do not Reject Ho	Not Significant

Management Practices Dimension	r-value	p-value	Decision	Interpretation
Planning	-0.244	0.178	Do not Reject Ho	Not Significant
Implementation	-2.260	0.151	Do not Reject Ho	Not Significant
Monitoring	-0.190	0.297	Do not Reject Ho	Not Significant
Evaluation	-0.248	0.171	Do not Reject Ho	Not Significant
Support	-0.222	0.223	Do not Reject Ho	Not Significant
Overall Management Practices	-0.237	0.191	Do not Reject Ho	Not Significant

*significant at $p < 0.05$

As shown in Table 14, none of the dimensions of school heads' management practices had a statistically significant relationship with teacher performance. Advocacy ($r = -0.243$, $p = 0.180$), planning ($r = -0.244$, $p = 0.178$), implementation ($r = -0.260$, $p = 0.151$), monitoring ($r = -0.190$, $p = 0.297$), evaluation ($r = -0.248$, $p = 0.171$), and support ($r = -0.222$, $p = 0.223$) all obtained p-values above 0.05. Overall management practices likewise showed no significant relationship ($r = -0.237$, $p = 0.191$). Thus, the null hypothesis was not rejected.

These findings indicate that school heads' management practices were not significantly associated with teacher performance. Although the correlations were weak and negative, they do not indicate a meaningful relationship. This suggests that teacher performance may also depend on individual and organizational factors, such as professional competence, self-efficacy, motivation, experience, school climate, and instructional resources.

The findings are supported by Gouëdard et al. (2023) and Soe and Alegado (2024), who emphasized that teacher effectiveness is closely associated with self-efficacy, professional collaboration, continuous learning, and job satisfaction rather than with principals' administrative management practices alone.

6. Conclusion and Recommendations

The study concludes that school heads demonstrate high supervisory competence and management capabilities, while teachers exhibit outstanding performance. However, the findings revealed no statistically significant relationships between supervisory competence, management practices, and teacher performance. This suggests that teacher effectiveness may also depend on individual, professional, and organizational factors beyond school leadership practices. Nevertheless, strengthening instructional supervision, professional support, and effective school management remains essential to sustaining instructional quality and continuous school improvement.

It is recommended that school heads strengthen instructional coaching, classroom observation, mentoring, and constructive feedback to support teachers' professional growth. The DepEd should enhance leadership development programs aligned with the Philippine Professional Standards for School Heads, emphasizing instructional leadership and evidence-based supervision. Schools should also institutionalize professional development initiatives through Learning Action Cells, peer coaching, and mentoring. Furthermore, effective management practices should be sustained to promote organizational efficiency and a supportive school climate. Finally, the proposed School-Based Continuous Improvement Action Plan for Teacher Performance should be adopted and implemented to address identified areas for improvement.

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