

Administrative and Supervisory Practices as Correlates to Organizational Support in Public Schools in the Division of Manila: Basis for Strengthening Transformational and Responsive Leadership

Joseph S. Señorón, LPT, MAEd

Eulogio “Amang” Rodriguez Institute of Science & Technology – Graduate School Master of Arts in Education Major in Administration and Supervision

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ABSTRACT

Introduction School leadership plays a crucial role in promoting organizational effectiveness, personnel development, and the achievement of educational goals. The administrative and supervisory practices of school heads influence how teaching and non-teaching personnel perceive organizational support, which in turn affects their motivation, commitment, and performance. Despite the recognized importance of leadership in educational organizations, limited local studies have examined the relationship between school heads' administrative and supervisory practices and perceived organizational support among personnel in public junior high schools. Consequently, this study was conducted to examine these relationships and provide a basis for a responsive intervention program.

Objectives This study assessed the administrative and supervisory practices of school heads and the level of perceived organizational support among teaching and non-teaching personnel in public junior high schools in District I, Division of Manila. It further determined the significant differences in the respondents' assessments, examined the relationship between leadership practices and perceived organizational support, identified the challenges encountered by personnel, and developed a School Leadership and Organizational Support Enhancement Program based on the findings.

Methods This study employed a quantitative descriptive-comparative research design to assess the administrative and supervisory practices of school heads and the level of perceived organizational support among teaching and non-teaching personnel in public junior high schools in District I, Division of Manila. The respondents consisted of 540 supervisors, school administrators, teachers, and non-teaching personnel. Data were gathered using a researcher-made questionnaire that underwent validation and reliability testing. The collected data were analyzed using weighted mean to determine the level of administrative practices, supervisory practices, organizational support, and challenges encountered; Analysis of Variance (ANOVA) to determine significant differences in the respondents' assessments; and Pearson Product-Moment Correlation Coefficient to examine the relationship between administrative and supervisory practices and perceived organizational support.

Results The findings revealed that the administrative practices of school heads were generally evident, obtaining an overall weighted mean of 4.03, while supervisory practices were likewise assessed as evident, with an overall weighted mean of 4.11. Perceived organizational support was also rated as evident, with an overall weighted mean of 4.04. Significant differences were found in the respondents' assessments of the administrative and supervisory practices of school heads. The study further revealed a weak and non-significant relationship between administrative practices and perceived organizational support ($r = 0.212$), whereas supervisory practices demonstrated a strong and significant positive relationship with perceived organizational support ($r = 0.860$). In terms of challenges encountered, respondents identified limited opportunities for professional development, inadequate administrative and resource support, limited employee

welfare and retention initiatives, lack of recognition and appreciation, and the absence of a positive and collaborative work environment as the most pressing concerns.

Conclusion The study concluded that while the administrative and supervisory practices of school heads and the level of perceived organizational support were generally evident, several challenges continue to affect personnel experiences within public junior high schools. The findings further established that supervisory practices have a stronger influence on perceived organizational support than administrative practices, highlighting the importance of effective instructional supervision, mentoring, feedback, and professional support in fostering a supportive work environment. Based on the findings, a School Leadership and Organizational Support Enhancement Program was developed to strengthen leadership effectiveness, enhance organizational support systems, and address the identified challenges encountered by teaching and non-teaching personnel.

INTRODUCTION

Educational systems worldwide continue to face complex and interconnected challenges that influence school effectiveness, teacher performance, and student achievement. Rapid social change, heightened accountability demands, technological advancements, and the continuing effects of post-pandemic recovery have significantly expanded the expectations placed on schools and their leaders. Within this evolving landscape, education is increasingly recognized not only as a means of knowledge transmission but also as a strategic instrument for national development, economic growth, and social progress (Leithwood et al., 2020).

As schools navigate these challenges, leadership has emerged as one of the most influential factors in determining educational quality and organizational effectiveness. A substantial body of research identifies school leadership as one of the most significant school-based influences on student learning and school improvement. School leaders affect educational outcomes by shaping instructional practices, fostering positive organizational conditions, and promoting teacher motivation and professional growth. However, leadership approaches characterized by excessive bureaucratic control, limited collaboration, or insufficient support for personnel may negatively affect morale, productivity, and organizational commitment. Conversely, leadership that is supportive, participative, and development-oriented has been associated with improved teacher performance, increased job satisfaction, and enhanced school effectiveness (Bush & Glover, 2014).

The influence of school leadership extends beyond instructional improvement to the broader organizational environment in which teachers and personnel perform their duties. Through administrative functions such as financial management, curriculum implementation, program planning, and resource allocation, school heads create conditions that either facilitate or hinder effective performance. Likewise, supervisory practices—including instructional supervision, performance evaluation, feedback mechanisms, and professional development opportunities—play a crucial role in shaping employees' professional experiences. When these practices are implemented effectively, they contribute to a positive organizational climate and strengthen employee engagement. Conversely, inconsistent or ineffective implementation may lead to dissatisfaction, reduced morale, and weakened organizational functioning (Nguyen et al., 2019).

The effects of these leadership practices may be understood through the lens of perceived organizational support (POS), a concept that explains how employees interpret and respond to organizational actions and decisions. According to Eisenberger et al. (1986), perceived organizational support refers to employees' beliefs regarding the extent to which their organization values their contributions and cares about their well-being. In educational settings, such perceptions are influenced by daily interactions with school leaders, fairness in decision-making, recognition of accomplishments, access to resources, responsiveness to professional concerns, and opportunities for growth. Employees who perceive higher levels of organizational support are more likely to demonstrate stronger organizational commitment, greater job satisfaction, improved motivation, and higher levels of performance. In contrast, lower levels of perceived support may contribute to disengagement, reduced productivity, and diminished commitment to organizational goals (Rhoades & Eisenberger, 2002).

Within the Philippine public education system, the relationship between leadership practices and organizational support is shaped by both policy reforms and contextual realities. Public schools frequently operate under conditions characterized by large class sizes, resource limitations, increasing administrative responsibilities, and heightened accountability requirements. In response to these challenges, Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, strengthened school-based management by expanding the authority and accountability of school heads. This decentralization seeks to improve responsiveness to local needs and enhance school performance; however, it also increases the complexity of leadership responsibilities, requiring school heads to balance managerial, instructional, and personnel-related functions.

Complementing this policy framework, DepEd Order No. 24, s. 2020 emphasizes instructional leadership, people development, and the creation of supportive learning environments as essential responsibilities of school leaders. These standards position school heads not only as administrators but also as facilitators of teacher growth and organizational development. Nevertheless, increasing compliance requirements and administrative workloads may limit opportunities for school leaders to consistently implement supportive supervisory practices. Consequently, teachers and non-teaching personnel may experience varying levels of organizational support depending on how leadership practices are enacted within their respective schools.

These challenges are particularly evident in public junior high schools within the Division of City Schools of Manila, District I. Schools in this urban setting operate within demanding environments characterized by large student populations, diverse learner needs, and high expectations for academic performance. Teachers and non-teaching personnel are expected to meet professional standards despite heavy workloads, resource constraints, and numerous administrative demands. While leadership policies and institutional support mechanisms are in place, their effectiveness may vary across schools and may not always be perceived as sufficient, particularly in areas such as supervision, recognition, resource provision, employee well-being, and professional development.

Although studies on perceived organizational support have gained increasing attention in the Philippine educational context, existing local research has primarily examined its relationship with teacher outcomes such as work engagement, job involvement, job satisfaction, organizational commitment, and performance (Basanes & Dagol, 2021; Malaga & Olenski, 2026; Tuazon, 2016). These studies have established the importance of organizational support in promoting positive work attitudes and behaviors among educators. However, comparatively little attention has been given to examining the leadership factors that contribute to employees' perceptions of organizational support, particularly the administrative and supervisory practices of school heads.

Moreover, most local studies have focused exclusively on teachers, with limited consideration given to non-teaching personnel despite their significant contributions to school operations and organizational effectiveness. Likewise, empirical investigations examining the relationship between school heads' administrative and supervisory practices and perceived organizational support remain scarce within highly urbanized public school settings. As a result, there is limited context-specific evidence that can guide school leaders and policymakers in designing leadership interventions that strengthen organizational support systems for both teaching and non-teaching personnel.

Addressing this gap is important because perceived organizational support has been consistently associated with positive workplace outcomes, including increased job satisfaction, stronger organizational commitment, higher motivation, and improved performance. In public schools where personnel often operate under demanding conditions and resource limitations, understanding the leadership practices that contribute to stronger perceptions of support may help create more positive, productive, and sustainable work environments. Furthermore, identifying leadership behaviors that foster organizational support may assist school heads in enhancing employee well-being, strengthening professional relationships, and promoting a culture of trust and collaboration within schools.

The study is likewise significant in light of the Department of Education's continuing efforts to strengthen school-based management and instructional leadership. By identifying administrative and supervisory practices associated with higher levels of perceived organizational support, the findings may inform leadership development programs, capacity-building initiatives, and policy implementation strategies designed to enhance organizational effectiveness. The results may also provide school heads with evidence-based insights into leadership practices that promote supportive working environments, ultimately contributing to improved personnel performance and school outcomes.

In response to these concerns, the present study examines the relationship between the administrative and supervisory practices of school heads and the perceived organizational support of teachers and non-teaching personnel in public junior high schools within the Division of City Schools of Manila, District I. Specifically, administrative practices are assessed in terms of financial management, curriculum implementation, program planning, and resource management, while supervisory practices are examined through instructional support, performance evaluation, feedback, and professional development. Perceived organizational support is analyzed across the dimensions of recognition, resource availability, work environment, well-being, and professional growth. By investigating these relationships within a high-density urban public school context, the study seeks to contribute to the growing body of knowledge on educational leadership and organizational support while providing empirical evidence that may inform leadership practices, organizational development initiatives, and educational policy decisions aimed at strengthening support systems for school personnel.

THEORETICAL FRAMEWORK

This study is grounded in **Transformational Leadership Theory** (Bass & Riggio, 2018), which explains how leaders motivate followers to achieve higher levels of performance by fostering shared values, inspiration, intellectual engagement, and individualized support. Transformational leadership is operationalized through four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In school settings, these leadership behaviors shape organizational conditions by influencing teacher motivation, professional growth, and perceptions of fairness and support.

Transformational Leadership Theory is particularly appropriate for the present study because the independent variables, namely the administrative and supervisory practices of school heads, represent direct manifestations of leadership behavior within educational organizations. Administrative functions such as financial management, curriculum implementation, program planning, and resource allocation require school heads to provide direction, mobilize resources, and establish organizational priorities. Similarly, supervisory functions including instructional supervision, performance evaluation, feedback, and professional development reflect leadership behaviors intended to guide, support, and develop personnel. These practices closely correspond to the dimensions of transformational leadership, particularly intellectual stimulation and individualized consideration. Consequently, the theory provides an appropriate framework for explaining how leadership practices influence organizational conditions and personnel experiences in public schools.

Leadership influences in education are often indirect and operate through organizational and instructional processes. School heads who demonstrate individualized consideration and intellectual stimulation are more likely to establish trust, encourage professional learning, and create supportive work environments. Such leadership behaviors are expected to strengthen personnel perceptions that the organization values their contributions and cares about their well-being, which are central components of perceived organizational support. In the present study, administrative practices such as financial management, curriculum implementation, program planning, and resource allocation, together with supervisory practices such as instructional supervision, evaluation, feedback, and professional development, served as the primary means through which transformational leadership was expressed and experienced by personnel.

The relevance of Transformational Leadership Theory to the Philippine public school context is reinforced by existing governance and competency frameworks. Republic Act No. 9155 (Governance of Basic Education Act of 2001) decentralizes school management and assigns school heads responsibility for institutional performance and personnel welfare. Complementing this, DepEd Order No. 53, s. 2013 outlines competency

standards emphasizing instructional leadership, collaboration, and people development. These frameworks institutionalize leadership behaviors consistent with transformational principles and provide contextual justification for examining leadership practices as drivers of organizational support.

To explain how leadership practices translate into employee attitudes and perceptions, the study integrates **Organizational Support Theory (OST)** (Eisenberger et al., 1986). OST posits that employees develop global beliefs regarding the extent to which their organization values their contributions and supports their well-being. In educational organizations, leadership behaviors function as salient organizational signals; thus, the way school heads allocate resources, provide feedback, and exercise supervision significantly shapes teachers' and staff members' perceptions of organizational support. OST complements Transformational Leadership Theory by clarifying the psychological mechanism through which leadership practices influence motivation, satisfaction, and commitment.

Organizational Support Theory is particularly appropriate for this study because the dependent variable is perceived organizational support. The theory directly explains how employees form perceptions regarding organizational care, recognition, and support based on their interactions with organizational representatives. Since school heads serve as the primary representatives of the school organization, their administrative and supervisory practices become important indicators through which teachers and non-teaching personnel evaluate the extent of organizational support they receive. Thus, OST provides a direct theoretical explanation for the relationship between school leadership practices and perceived organizational support.

Extending OST through the Nuanced Organizational Support Theory, the contemporary perspective advanced by Caesens and Stinglhamber (2020) advocates a deeper understanding of organizational support by recognizing that employees may perceive and interpret support differently depending on workplace conditions and contextual realities. Rather than proposing a separate theory, this perspective emphasizes that perceptions of support are influenced by multiple organizational factors, including leadership behavior, resource availability, workload demands, organizational climate, and institutional constraints.

This perspective is particularly appropriate for the present study because it recognizes that perceptions of organizational support are not formed solely through leadership actions but are also shaped by the conditions under which those actions are experienced. In Philippine public schools, factors such as large class sizes, limited resources, increasing administrative responsibilities, and accountability demands may influence how personnel interpret leadership practices. Consequently, the same administrative or supervisory practice may be perceived differently depending on contextual circumstances. This perspective supports the inclusion of challenges encountered by personnel as contextual factors that may influence the relationship between leadership practices and perceived organizational support.

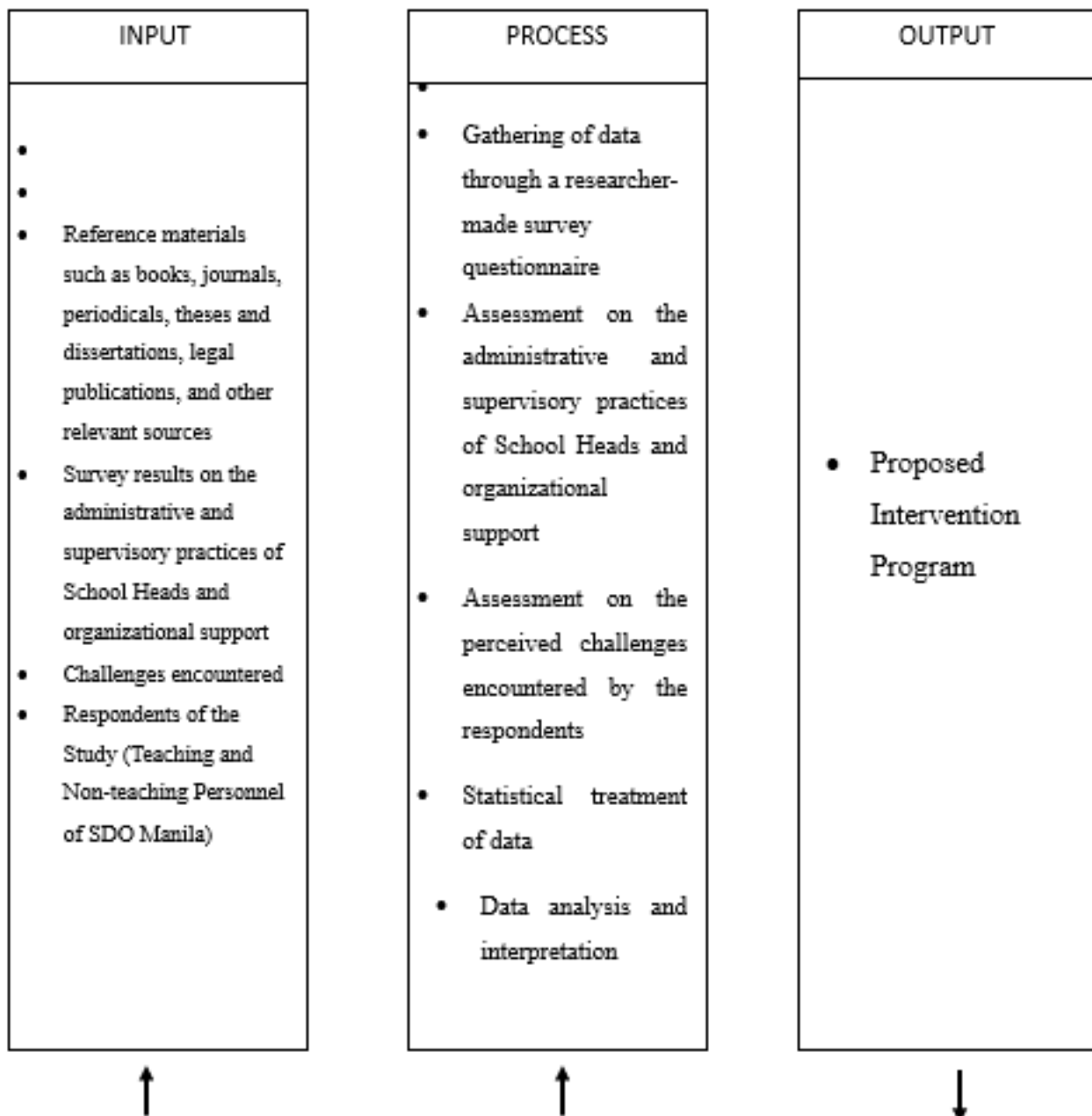
Integrating these theoretical perspectives, the study posits that transformational leadership behaviors enacted through administrative and supervisory practices are significantly associated with perceived organizational support among teachers and non-teaching personnel. Transformational Leadership Theory explains how school heads influence organizational conditions through their leadership practices, while Organizational Support Theory explains how personnel interpret those practices as indicators of organizational support. The contemporary perspective advanced by Caesens and Stinglhamber (2020) further acknowledges that contextual realities may shape these perceptions. Together, these perspectives provide a comprehensive framework for understanding the relationship between school heads' administrative and supervisory practices and perceived organizational support in public junior high schools.

The combined application of Transformational Leadership Theory, Organizational Support Theory, and the contemporary nuanced perspective on organizational support provides a coherent and theoretically grounded framework for the study. These perspectives collectively explain how leadership behaviors influence organizational support perceptions and how contextual conditions shape those perceptions, thereby providing a strong basis for examining leadership effectiveness and developing responsive intervention programs for public junior high schools.

Overall, the integration of these theoretical lenses also provides a basis for understanding the potential implications of strengthening school leadership practices through targeted capacity-building interventions. When school heads consistently demonstrate transformational leadership behaviors in both administrative and supervisory domains, they are more likely to foster an organizational climate characterized by trust, openness, and professional collaboration. Over time, such a climate may enhance teachers' and non-teaching personnel's commitment to organizational goals and improve overall school effectiveness. This suggests that leadership development programs grounded in transformational principles and informed by organizational support processes may serve as strategic mechanisms for improving both personnel well-being and institutional performance in public junior high schools.

CONCEPTUAL FRAMEWORK

Figure 1 The Research Paradigm of the Study



This study adopted the Input–Process–Output (IPO) model as its conceptual framework to illustrate how school heads’ administrative and supervisory practices related to the perceived organizational support of teaching and non-teaching personnel and how the findings served as the basis for the development of an intervention program. The IPO model provided a systematic structure for examining the flow of information from the variables under investigation to the generation of evidence-based recommendations for organizational improvement.

The input component consisted of the key variables and contextual factors examined in the study. The independent variables were the administrative practices of school heads in terms of financial management, curriculum implementation, program planning, and resource management, as well as their supervisory practices in terms of instructional support, performance evaluation, feedback, and professional development. The dependent variable was the perceived organizational support of teaching and non-teaching personnel, which was examined through the dimensions of recognition, resource availability, work environment, well-being, and professional growth. Also included in the input were the challenges encountered by personnel, which served as contextual factors that influenced how leadership practices were experienced and how organizational support was perceived.

The process component referred to the procedures undertaken to examine the relationship among the study variables. Data were gathered from teaching and non-teaching personnel through a survey questionnaire designed to assess the administrative and supervisory practices of school heads, the level of perceived organizational support, and the challenges encountered in the workplace. The collected data were subsequently subjected to appropriate statistical treatment, analysis, and interpretation to determine the extent of administrative and supervisory practices, assess the level of perceived organizational support, identify existing challenges, and examine the relationship between leadership practices and organizational support. Through this process, the study generated empirical evidence regarding the influence of school leadership practices on personnel perceptions within the organizational setting.

The output component consisted of the proposed intervention program derived from the findings of the study. The program was designed to strengthen administrative and supervisory practices, enhance perceived organizational support, and address the challenges identified by teaching and non-teaching personnel. Specifically, the intervention program served as a basis for leadership development initiatives, capacity-building activities, support mechanisms, and organizational improvement strategies intended to promote a more supportive and productive school environment.

A feedback mechanism was incorporated into the framework to emphasize the cyclical nature of organizational improvement. The implementation and evaluation of the proposed intervention program may provide insights that can be utilized to refine future administrative and supervisory practices, strengthen support systems, and improve organizational outcomes. This continuous cycle of assessment, intervention, and improvement ensures that leadership practices remain responsive to the evolving needs of school personnel.

The framework was anchored on Transformational Leadership Theory (Bass & Riggio, 2006), which explains how leadership behaviors influence organizational conditions and employee outcomes through inspiration, individualized support, and professional empowerment. It was further supported by Organizational Support Theory (Eisenberger et al., 1986), which posits that employees develop perceptions of organizational support based on how they are treated by organizational representatives, including supervisors and school leaders. The contemporary perspective advanced by Caesens and Stinglhamber (2020) further suggests that perceptions of support are shaped by contextual conditions and workplace realities.

Consistent with these perspectives, the study assumed that school heads’ administrative and supervisory practices served as organizational signals that influenced how teaching and non-teaching personnel perceived support from the organization. These perceptions, in turn, provided the basis for developing interventions aimed at enhancing personnel well-being, organizational effectiveness, and school performance.

Statement of the Problem

This study examines the relationship between school heads' administrative and supervisory practices and the perceived organizational support by teachers and non-teaching personnel in public junior high schools in the Division of Manila, District I.

Specifically, it aims to seek answers to the following questions:

1. How do the supervisors, school administrators, teachers, and personnel assess the practices of school heads in public junior high schools in the Division of Manila in terms of:

1.1. Administrative;

- Financial/Budget Management
- School Curriculum
- Planning School Programs and Activities;
- Directing School Works;
- Formulation and Execution of Educational Policies;
- Coordinating and Administrative Activities;
- School Facilities Management;
- Guidance and Discipline;
- School Community Relations; and
- Effective Resource Management?

1.2 Supervisory

- Instructional Support for Teachers;
- Collegiality and Collaboration;
- Assessment and Reporting of Learning Outcomes;
- Training and Development of Teachers;
- Performance Evaluation of Teachers;
- Offering Constructive Feedback;
- Monitoring and Evaluation of School Program;
- Provide Clear Guidance to Teachers; and
- Instructional Supervision?

2. Is there a significant difference in the assessment of the four groups of respondents using the above-mentioned variables?

3. How do the four groups respondents assess the Organizational Support in terms of:

- Teacher Value and Appreciation;
- Resource and Administrative Support;
- Fostering a Positive Environment;
- Well-being and Retention; and
- Professional Development

4. Is there a significant relationship between the Administrative and Supervisory Practices and Organizational Support?

5. What are the challenges encountered by the respondents relative to the Administrative and Supervisory Practices and Organizational Support?

6. Based on the findings, what intervention program may be proposed?

7. How acceptable is the proposed intervention program?

Hypotheses

This study hypothesized that:

H01: There is no significant difference among the assessment of the four groups of respondents as to the Administrative and Supervisory Practices and public junior high schools of District I, Manila.

H02: There is no significant relationship between Administrative and Supervisory Practices and Organizational Support among teachers and non-teaching personnel.

Scope and Limitation of the Study

This study examines the relationship between the administrative and supervisory practices of school heads and perceived organizational support among teaching and non-teaching personnel in selected public junior high schools in District I, Division of the City Schools of Manila, during the 2025–2026 school year. The scope of the investigation includes administrative practices related to financial and budget management, curriculum management, program planning, direction of schoolwork, policy implementation, coordination, facilities management, guidance and discipline, school–community relations, and resource management. Supervisory practices are examined in terms of instructional support, collegiality and collaboration, assessment and reporting, training and development, performance evaluation, feedback, monitoring and evaluation, and instructional supervision.

Perceived organizational support is examined using indicators that include recognition, resource and administrative support, work environment, employee well-being and retention, and professional development. In addition, the study also considers the challenges encountered by teachers and non-teaching personnel in relation to the administrative and supervisory practices of school heads, particularly in areas such as workload distribution, availability of instructional resources, clarity of communication, feedback mechanisms, professional development opportunities, and responsiveness of school leadership. The acceptability of the proposed intervention program is likewise assessed in terms of relevance, feasibility, sustainability, and perceived usefulness among stakeholders.

The respondents of the study consisted of five (5) public school district supervisors, twenty-five (25) school administrators, four hundred eighty-seven (487) teachers, and twenty-three (23) non-teaching personnel from the following public junior high schools in District I, Division of the City Schools of Manila:

- Antonio J. Villegas Vocational High School – Jacinto Street, Barangay 100, Tondo, Manila, Metro Manila, Philippines
- Dr. Juan G. Nolasco High School – 2252 Tioco Street, Barangay 91, Tondo, Manila, Metro Manila, Philippines
- Gregorio Perfecto High School – Ricafort Street corner Juan Luna Street, Tondo, Manila, Metro Manila, Philippines
- Timoteo Paez Integrated School – A. Mendoza Street, Tondo, Manila, Metro Manila, Philippines
- Tondo High School – Hermosa Street, Tondo, Manila, Metro Manila, Philippines

The period of the study is from January to May 2026.

Significance of the Study

This study will be beneficial to the following:

Supervisors. The findings provide empirical evidence that can inform policy formulation, leadership development programs, and supervisory strategies in public schools. By identifying areas of alignment and gaps between administrative and supervisory practices of school heads and the organizational support needs of school personnel, the study offers a basis for developing targeted and context-responsive interventions. These interventions may strengthen leadership effectiveness, enhance the quality of workplace support, and ultimately contribute to improved organizational functioning and school performance.

School Administrators. The study provides a systematic assessment of administrative and supervisory practices of school heads as perceived by teaching and non-teaching personnel. Examining these perceptions allows school leaders to identify both strengths and areas needing improvement in their leadership practices. Such insights may guide the refinement of administrative and supervisory approaches, strengthen supervision and resource management, and promote the development of more supportive, efficient, and productive school environments.

Teachers. The study underscores the importance of leadership practices that promote recognition, fairness, professional growth, and well-being. The results may contribute to improved working conditions, clearer communication, and more responsive administrative and supervisory systems, which are associated with higher morale, job satisfaction, and organizational commitment.

Non-teaching Personnel. The study has indirect significance for non-teaching personnel, as strengthened leadership practices and enhanced organizational support are expected to improve administrative efficiency, coordination, and workplace conditions within schools. When school systems are better supported through effective leadership, non-teaching staff are likely to experience clearer work processes, improved resource management, and more responsive administrative systems. In turn, this contributes to more effective school operations, better service delivery, and an improved working environment that supports overall institutional quality and effectiveness.

Future researchers. The study provides a contextualized empirical reference that can inform further investigations on school leadership and organizational support in similar settings. The findings may serve as a basis for comparative studies, theory testing, or the development and evaluation of intervention programs aimed at enhancing leadership practices and organizational support in public schools.

Definition of Terms

For clarity and consistency, the key terms used in this study are defined conceptually and operationally as follows:

Administrative and Supervisory Practices – the leadership behaviors, managerial functions, and supervisory activities performed by school heads to ensure the effective operation of schools, support instructional improvement, manage organizational resources, and facilitate the professional growth of personnel. These practices encompass planning, organizing, directing, coordinating, monitoring, evaluating, and providing instructional and administrative support to achieve educational goals and improve school performance. Educational leadership literature emphasizes that effective administrative and supervisory practices are essential for fostering organizational effectiveness, strengthening instructional quality, and promoting positive school outcomes (Macalisang, 2023). It is operationalized through survey items assessing perceptions of school heads' performance in administrative functions, instructional supervision, personnel management, leadership support, monitoring, evaluation, and professional development initiatives.

Assessment and Reporting of Learning Outcomes - leadership practices related to the systematic use, interpretation, and communication of student performance data to inform instruction and school improvement. Recent literature emphasizes assessment leadership and data informed decision making (Leithwood et al., 2020). It is operationalized through survey items assessing perceptions of effectiveness in monitoring, assessing, and reporting learning outcomes.

Collegiality and Collaboration - leadership practices that promote shared decision making, professional trust, and collective responsibility among teachers and staff. Recent studies associate collegial cultures with organizational commitment and instructional improvement (Ansley et al., 2019). It is measured using survey items assessing perceptions of collaborative leadership practices.

Coordinating Administrative Activities – the process of organizing, integrating, and harmonizing the efforts of individuals, departments, and stakeholders to ensure the efficient implementation of school programs, policies, and operations. Educational leadership research emphasizes that effective coordination enables school leaders to align resources, facilitate communication, promote collaboration, and ensure that organizational activities contribute to the achievement of institutional goals (Gibbons et al., 2019). It is operationalized through survey items assessing perceptions of communication effectiveness, interdepartmental collaboration, task coordination, stakeholder involvement, and the efficient execution of administrative functions.

Directing School Works – the process by which school heads guide, coordinate, communicate, and oversee the implementation of school operations and activities to ensure that institutional goals, policies, and programs are effectively carried out. Contemporary educational leadership literature emphasizes that directing school work involves influencing personnel, providing clear direction, coordinating tasks, and ensuring the proper functioning of organizational systems to achieve educational objectives (Connolly et al., 2019). It is operationalized through survey items assessing perceptions of leadership direction, clarity of expectations, coordination of tasks, communication effectiveness, and overall guidance provided by school heads.

Effective Resource Management – the strategic planning, allocation, utilization, monitoring, and evaluation of financial, human, physical, and instructional resources to support the achievement of school goals and improve organizational performance. Educational leadership research emphasizes that effective resource management requires school leaders to make informed decisions regarding the distribution of resources, align resource utilization with institutional priorities, and ensure that available resources are used efficiently and equitably to enhance school effectiveness (Ganon-Shilon et al., 2021). It is operationalized through survey items assessing perceptions of resource allocation, utilization efficiency, accountability, adequacy of resources, and alignment of resources with school needs and objectives

Financial and Budget Management - the strategic planning, allocation, utilization, and monitoring of school financial resources to support instructional priorities and organizational goals. Contemporary literature emphasizes transparency, accountability, and alignment between financial decisions and educational outcomes (Myende et al., 2018;). In this study, it is operationalized using survey items that measure perceptions of effective budget planning, resource allocation, and fiscal accountability.

Formulation and Execution of Educational Policies – the process of developing, communicating, implementing, and monitoring school policies to ensure compliance with educational standards, promote organizational effectiveness, and support the attainment of institutional goals. Educational leadership research emphasizes that school leaders play a critical role in interpreting policies, translating them into operational procedures, allocating resources for implementation, and ensuring that policy objectives are effectively carried out within the school setting (Brooks & Brooks, 2024). It is operationalized through survey items assessing perceptions of policy development, clarity of policy communication, consistency of implementation, stakeholder involvement, and effectiveness of policy execution.

Fostering a Positive School Environment - leadership practices that cultivate a climate of trust, fairness, respect, and open communication. Contemporary studies associate positive school climate with leadership effectiveness and teacher retention (Mincu, 2022). It is measured through survey items assessing perceived collegiality, respect, and openness within the school.

Guidance and Discipline - leadership practices that establish, implement, and sustain fair, consistent, and developmentally appropriate behavioral standards that support positive school climate and student well being.

Recent research emphasizes restorative, proactive, and data informed disciplinary approaches (ASCA, 2019). Operationally, it is measured using survey items evaluating perceptions of equity, consistency, and effectiveness of guidance and disciplinary practices.

Instructional Supervision - the systematic leadership practices involving classroom observation, feedback, coaching, and professional dialogue aimed at improving teaching and learning. Contemporary models emphasize developmental, collaborative, and culturally responsive supervision (Zepeda, 2025). It is operationalized through survey items measuring perceptions of supervisory support and instructional oversight.

Instructional Support for Teachers - leadership actions that provide guidance, mentoring, professional resources, and instructional materials to enhance teaching effectiveness. Recent studies highlight the role of school leaders in supporting curriculum use, professional autonomy, and instructional improvement (OECD, 2019). It is measured through survey items assessing perceived adequacy and usefulness of instructional support.

Intervention Program – a planned, systematic, and evidence-based set of strategies, activities, and actions designed to address identified organizational concerns, improve performance, and achieve specific educational outcomes. In educational settings, intervention programs are developed based on identified needs and assessment results and are implemented through coordinated planning, execution, monitoring, and evaluation processes to enhance organizational effectiveness and support continuous improvement. Effective intervention programs are characterized by clearly defined objectives, stakeholder involvement, resource alignment, and mechanisms for assessing implementation and outcomes (Viajar et al., 2020). It is operationalized in this study as a proposed program developed from the findings on school heads' administrative and supervisory practices and perceived organizational support, with its acceptability assessed in terms of relevance, feasibility, sustainability, and perceived usefulness.

Monitoring and Evaluation of School Programs – the systematic processes used to track implementation, assess effectiveness, and inform continuous improvement of school initiatives. Recent policy and research emphasize evidence based monitoring frameworks in educational leadership (UNESCO, 2018). It is measured through survey items assessing leadership effectiveness in program evaluation and follow up.

Offering Constructive Feedback – the process by which school heads provide timely, specific, objective, and growth-oriented feedback to teachers and staff to enhance professional performance, support continuous improvement, and strengthen instructional effectiveness. Educational leadership research emphasizes that constructive feedback is a critical component of supervision, enabling educators to reflect on their practice, build self-efficacy, and improve instructional performance through supportive and developmental interactions (Mireles-Rios & Becchio, 2018). It is operationalized through survey items assessing perceptions of the timeliness, clarity, usefulness, fairness, and developmental value of feedback provided by school heads.

Organizational Support – the extent to which employees perceive that their organization values their contributions, recognizes their efforts, and provides assistance that promotes their well-being and professional effectiveness. Organizational support is reflected in the availability of resources, supportive leadership, recognition, professional development opportunities, and favorable working conditions that enable employees to perform their duties successfully. Research indicates that employees who perceive higher levels of organizational support tend to demonstrate greater job satisfaction, organizational commitment, work engagement, and intention to remain with the organization (Ahmed et al., 2022). In educational settings, organizational support encompasses the assistance, recognition, and resources provided by school leaders and the organization to foster a positive and productive work environment. It is operationalized through survey items assessing perceptions of teacher value and appreciation, resource and administrative support, work environment, well-being and retention, and professional development.

Performance Evaluation of Teachers - structured processes used to assess professional practice, instructional effectiveness, and contribution to student outcomes. Contemporary models highlight formative, growth oriented evaluation aligned with instructional leadership (Donaldson et al., 2024). It is operationalized using survey items assessing perceptions of fairness, transparency, and developmental value of evaluations.

Planning School Programs and Activities - the systematic design, coordination, and scheduling of academic, co-curricular, and community related initiatives aligned with school vision and improvement priorities. Recent leadership frameworks highlight program planning as a core function of instructional and organizational leadership (Herman et al., 2017). It is measured through survey items assessing perceptions of program relevance, organization, and effectiveness.

Professional Development - the structured, ongoing learning opportunities designed to enhance teachers' instructional competence and professional capacity. Recent international evidence highlights job embedded and collaborative professional learning models (Darling Hammond et al., 2017). It is operationalized using survey items assessing availability and effectiveness of professional development initiatives.

Providing Clear Guidance to Teachers – the process by which school heads communicate expectations, instructional goals, policies, procedures, and professional responsibilities in a clear, consistent, and supportive manner to assist teachers in carrying out their instructional and organizational duties effectively. Educational leadership research emphasizes that effective instructional leaders provide direction, communicate expectations, and establish structures that help teachers align their practices with school goals and instructional priorities (Coldren & Spillane, 2007). It is operationalized through survey items assessing perceptions of the clarity of instructions, communication of expectations, accessibility of guidance, consistency of direction, and usefulness of leadership support provided by school heads.

Resource and Administrative Support - the availability and adequacy of material, logistical, and administrative assistance that enables personnel to perform their duties effectively. Educational leadership research highlights the importance of adequate resource allocation and administrative facilitation in promoting organizational effectiveness, staff satisfaction, and collaborative work environments (Liu et al., 2018). It is operationalized using survey items assessing perceptions of resource sufficiency and administrative responsiveness.

School–Community Relations – the structured and collaborative partnerships between school leadership, families, and community stakeholders aimed at supporting student learning and school improvement. Recent scholarship underscores community centered leadership and shared responsibility (Moore et al., 2021; Alvarez Gutiérrez et al., 2022). It is measured using survey items assessing perceived effectiveness of school leadership in fostering community engagement and collaboration.

School Curriculum – the planning, implementation, monitoring, and continuous improvement of curricular programs and learning experiences to ensure alignment with educational standards, school goals, and learner needs. Contemporary educational leadership literature emphasizes curriculum management as a central responsibility of school leaders, requiring the coordination of instructional programs, support for teachers, and the effective implementation of standards-based reforms (Pak et al., 2020). It is operationalized through survey items assessing perceptions of curriculum implementation, alignment with learning objectives, instructional support, and the effectiveness of curriculum-related initiatives.

School Facilities Management – the planning, maintenance, utilization, and improvement of physical facilities, equipment, and learning environments to ensure that school resources effectively support teaching, learning, and organizational operations. Educational leadership research emphasizes that the management of school facilities is a critical administrative responsibility that contributes to safe, functional, and conducive learning environments, which in turn influence school effectiveness and stakeholder satisfaction (Earthman, 2019). It is operationalized through survey items assessing perceptions of facility adequacy, maintenance, safety, accessibility, and the effectiveness of facility management practices.

Teacher Value and Appreciation – the extent to which teachers perceive that their contributions, efforts, and professional roles are recognized, respected, and valued by school leaders and the organization. Organizational Support Theory posits that employees develop perceptions of organizational support when they believe that the organization values their contributions and cares about their well-being (Kurtessis et al., 2017). In educational settings, expressions of appreciation, recognition, and acknowledgment from school leaders contribute to teachers' sense of value, job satisfaction, commitment, and overall well-being. It is operationalized through survey items assessing perceptions of recognition, respect, appreciation, acknowledgment of accomplishments, and the extent to which teachers feel valued by the school organization.

Training and Development of Teachers – the systematic planning, provision, and evaluation of professional learning opportunities designed to enhance teachers' knowledge, skills, competencies, and instructional effectiveness. Contemporary educational leadership research emphasizes that continuous professional development is a critical supervisory function that supports instructional improvement, promotes teacher growth, and contributes to improved student learning outcomes (Kraft et al., 2018). It is operationalized through survey items assessing perceptions of the availability, relevance, quality, and effectiveness of training programs, workshops, coaching activities, and other professional development initiatives provided by the school.

Well-being and Retention – the extent to which school personnel perceive that the organization supports their physical, psychological, and professional well-being, thereby fostering job satisfaction, organizational commitment, and the intention to remain in the organization. Organizational support research suggests that employees who perceive high levels of organizational care and support are more likely to experience positive work outcomes, demonstrate stronger commitment, and express a greater intention to remain with their organization (Nargotra & Sarangal, 2021). In educational settings, supportive working conditions, concern for employee welfare, and opportunities for professional growth contribute to personnel well-being and long-term retention. It is operationalized through survey items assessing perceptions of work-life balance, emotional and professional support, job satisfaction, organizational commitment, and intention to remain employed in the school.

REVIEW OF RELATED LITERATURE AND STUDIES

Local Literature

Effective school leadership has consistently been identified as a critical determinant of school performance and organizational effectiveness in the Philippine educational context. Reyes et al. (2022), in their study on school leadership responses within challenging and resource-constrained environments in the Philippines, found that school heads play a decisive role in sustaining school operations amid systemic pressures such as poverty, disaster-related disruptions, and institutional limitations. Their findings revealed that effective leadership is characterized by adaptability, resourcefulness, and strong organizational direction. The study concluded that leadership responsiveness and contextual sensitivity are essential in ensuring school continuity and improving institutional performance despite adverse conditions.

In terms of instructional leadership, Ciocon (2023) found that the professional characteristics and leadership practices of school heads are significantly related to the successful implementation of school programs and the level of teacher support within schools. The study revealed that school heads who demonstrate strong instructional leadership—particularly in providing guidance, supervision, and professional support—contribute to improved teacher engagement and more effective instructional delivery. It concluded that strengthening instructional leadership enhances both teacher performance and the overall quality of school program implementation.

Similarly, Ofrin (2023) examined leadership practices and administrative readiness in Philippine school settings and found that school heads' administrative competencies significantly influence organizational effectiveness and post-pandemic readiness. The findings showed that effective administrative leadership

contributes to improved coordination, better communication systems, and enhanced workplace support for personnel. The study concluded that strengthening administrative leadership practices is essential for improving school efficiency, adaptability, and organizational resilience.

In addition, Adams et al. (2023) investigated leadership practices and teacher outcomes in Philippine schools and found that participatory and supportive leadership styles are strongly associated with higher teacher morale, organizational commitment, and professional engagement. The study revealed that when school leaders actively involve teachers in decision-making and recognize their contributions, teachers demonstrate stronger commitment and more positive attitudes toward their work. It concluded that leadership practices grounded in collaboration and recognition are essential for sustaining teacher motivation and organizational stability.

Furthermore, Isabela (2023) found that effective school-based management and resource governance significantly improve stakeholder participation and strengthen organizational outcomes in public schools. The study revealed that transparent, accountable, and participatory resource management practices enhance trust in leadership and improve the efficiency of school operations. It concluded that effective resource management is a key factor in improving school performance and ensuring the successful implementation of school programs and initiatives.

Foreign Literature

The international body of research consistently highlights that school leadership is a critical determinant of teacher effectiveness, organizational functioning, and student outcomes. Across studies, leadership is not merely administrative but transformational in nature, shaping school culture, instructional quality, and professional relationships within the organization.

Leithwood and Jantzi (2006) found that transformational school leadership has a significant positive effect on teachers' working conditions, instructional practices, and student outcomes. Their study concluded that leaders who provide direction, build commitment, and support professional development are more successful in improving both teaching quality and school performance. The findings further emphasized that transformational leadership indirectly influences student achievement by strengthening teacher capacity and motivation.

Supporting this, Hallinger (2011) reviewed decades of empirical research and found consistent evidence that instructional leadership is strongly associated with school improvement and teacher effectiveness. The study concluded that effective school leaders influence learning outcomes by focusing on teaching quality, setting clear academic goals, and building collaborative school cultures. It further emphasized that leadership effects are strongest when combined with shared leadership practices and sustained professional development.

In relation to school outcomes, Day et al. (2016) found that successful school leaders positively influence student achievement through their impact on school culture, teacher motivation, and instructional improvement. The study concluded that leadership effectiveness is both direct and indirect, operating through teachers' engagement and school conditions. It highlighted that transformational leadership practices are essential in creating high-performing schools, particularly when leaders actively support teacher learning and collaboration.

Robinson et al. (2008) found that leadership has a measurable impact on student outcomes, with the strongest effects occurring when leaders actively engage in instructional leadership practices such as goal setting, evaluation, and coordination of teaching programs. The study concluded that leadership focused on teaching and learning has a significantly higher impact on student achievement compared to purely administrative leadership functions.

In addition, Shen et al. (2012) found that trust in school principals is significantly associated with teacher organizational commitment. Their findings revealed that when teachers trust their leaders, they are more likely to demonstrate higher commitment, collaboration, and willingness to support school initiatives. The study concluded that trust serves as a critical mediating factor between leadership behavior and teacher outcomes.

Similarly, Tschannen-Moran (2014) emphasized that trust is foundational to effective school leadership and organizational success. The study found that schools with high levels of trust exhibit stronger collaboration, improved communication, and higher teacher morale. It concluded that trust-building behaviors such as transparency, consistency, and fairness are essential for creating successful school environments.

Local Studies

Recent Philippine educational research continues to highlight the critical role of school leadership in shaping teacher outcomes, organizational support, and overall school effectiveness. These studies emphasize that leadership practices are central to building supportive school environments that enhance teacher motivation, engagement, and instructional quality.

Mendoza et al. (2021) found that distributed leadership practices in Philippine public schools significantly influence teacher collaboration and instructional improvement. Their study revealed that when leadership responsibilities are shared among school personnel, teachers experience stronger professional relationships and improved participation in school activities. The study concluded that distributed leadership enhances organizational efficiency and strengthens collective responsibility within schools.

Similarly, Bautista and Cruz (2022) examined school leadership practices in relation to teacher job satisfaction in public schools and found that leadership support significantly predicts teachers' satisfaction levels. Their findings showed that teachers who perceive their school heads as supportive and responsive report higher levels of motivation and commitment. The study concluded that effective leadership behavior contributes to improved morale and sustained teacher engagement.

In addition, Villanueva (2023) investigated the relationship between school leadership and organizational climate in Philippine secondary schools and found that leadership practices strongly influence teachers' perception of school environment quality. The study revealed that transparent communication, fairness in decision-making, and consistent supervision contribute to a more positive organizational climate. It concluded that leadership quality is a key determinant of how teachers perceive support within the organization.

Furthermore, De Guzman and Alonzo (2024) found that instructional leadership practices are significantly associated with teacher effectiveness and classroom performance. Their study revealed that school heads who provide clear instructional guidance, mentoring, and feedback contribute to improved teaching practices and learner outcomes. The study concluded that instructional leadership remains a critical factor in enhancing teaching quality in Philippine schools.

Lastly, Navarro (2022) examined the role of school leadership in promoting teacher well-being and organizational commitment and found that leadership support significantly reduces teacher burnout and improves retention intentions. The findings showed that teachers who receive adequate recognition, emotional support, and professional assistance from school leaders are more likely to remain in the profession. The study concluded that leadership support is essential in maintaining a stable and motivated teaching workforce.

Foreign Studies

International research consistently demonstrates that school leadership significantly influences teacher outcomes, organizational support, and school effectiveness. Contemporary studies emphasize that leadership does not only involve administrative functions but also relational and transformational processes that shape teachers' perceptions, motivation, and commitment.

Research shows that principal leadership plays a critical role in teacher retention and organizational commitment, particularly through its influence on perceived organizational support. Studies indicate that when teachers experience strong leadership support characterized by recognition, communication, and feedback, they are more likely to remain in their positions and demonstrate higher levels of job satisfaction and engagement (Ng & Feldman, 2010). This highlights the importance of leadership behaviors in shaping teachers' long-term stability within schools.

In addition, Hallinger (2011) found that effective instructional leadership significantly shapes teachers' perceptions of school support and organizational functioning. The study revealed that leaders who focus on teaching quality, set clear goals, and support instructional improvement foster stronger organizational climates. It concluded that leadership effectiveness is strongly linked to school improvement through its impact on teacher support and professional growth.

Similarly, transformational leadership has been widely recognized as a key factor in improving teacher attitudes and school outcomes. Leithwood and Jantzi (2006) found that transformational leaders enhance teacher commitment and instructional practices by promoting shared vision, collaboration, and professional empowerment. The study concluded that transformational leadership indirectly improves student outcomes by strengthening teacher capacity and organizational commitment.

Furthermore, research emphasizes that school climate and leadership practices jointly influence teacher retention and satisfaction. Studies show that supportive school environments characterized by collegiality, trust, and shared responsibility significantly enhance teacher engagement and reduce turnover intentions (Wang & Degol, 2016). These findings suggest that leadership is most effective when it fosters a positive and collaborative organizational climate.

In addition, empirical evidence highlights the importance of data-driven and strategic leadership practices in strengthening organizational support. Effective leaders who use evidence-based decision-making and transparent management practices are more likely to gain teacher trust and improve perceptions of organizational competence and fairness (Sun & Leithwood, 2015). These leadership behaviors contribute to stronger organizational commitment and improved school performance.

Finally, systematic reviews of educational leadership research consistently conclude that effective leadership integrates instructional support, resource management, and collaborative practices to foster positive school environments. Such leadership practices enhance teacher satisfaction, strengthen organizational support, and improve both teaching quality and student outcomes across diverse educational contexts (Robinson et al., 2008).

Synthesis

This chapter presented a synthesized discussion of related literature and studies, both local and foreign, which provided the theoretical and empirical foundation of the present study. The review focused on the relationship between the administrative and supervisory practices of school heads and perceived organizational support among school personnel.

Across the literature, school leadership was consistently identified as a critical determinant of teacher outcomes, organizational effectiveness, and school improvement. In the Philippine context, leadership practices were shown to significantly influence teacher motivation, engagement, and perceptions of support within the school environment. Studies emphasized that when school heads demonstrated effective administrative practices such as planning, coordination, resource management, and policy implementation, teachers were more likely to experience a structured and supportive organizational climate. Likewise, supervisory practices such as instructional guidance, feedback, monitoring, and professional development support were associated with improved teacher performance and stronger professional commitment.

Local studies further highlighted that leadership behaviors directly shaped teachers' perceptions of organizational support. When school heads exhibited fairness, transparency, and responsiveness, teachers tended to feel valued, recognized, and supported by the organization. These perceptions were strengthened when leaders provided opportunities for professional development, mentoring, and collaborative engagement. Collectively, local evidence suggested that leadership in schools extended beyond administrative compliance and functioned as a relational process that influenced teacher well-being, motivation, and organizational commitment (Bautista & Cruz, 2022; De Guzman & Alonzo, 2024; Mendoza et al., 2021; Navarro, 2022; Villanueva, 2023).

International literature reinforced these findings by emphasizing the importance of transformational and instructional leadership in shaping school effectiveness. Transformational leadership practices, including the establishment of shared vision, collaboration, and empowerment, were consistently linked to higher levels of teacher engagement and commitment (Leithwood & Jantzi, 2006; Day et al., 2016). Instructional leadership, on the other hand, contributed to improved teaching quality through clear direction, goal setting, and continuous instructional support (Hallinger, 2011). These leadership approaches fostered positive school climates characterized by trust, collaboration, and shared responsibility (Shen et al., 2012; Tschannen-Moran, 2014).

Moreover, both local and foreign studies converged on the importance of perceived organizational support as a key outcome of effective leadership. Teachers who perceived strong support from their school leaders were more likely to demonstrate higher job satisfaction, stronger organizational commitment, and lower turnover intentions (Navarro, 2022; Shen et al., 2012). Trust in leadership was also identified as a critical factor that mediated the relationship between leadership practices and teacher outcomes. When leaders demonstrated consistency, fairness, and openness, teachers developed greater trust, which enhanced collaboration and strengthened organizational stability (Tschannen-Moran, 2014).

In addition, the literature highlighted that leadership effects were both structural and relational. Administrative systems such as resource allocation and policy implementation provided the structural foundation for school functioning, while supervisory and interpersonal practices such as feedback, mentoring, and recognition shaped the relational dimension of leadership. These combined dimensions influenced how teachers interpreted their work environment and determined the extent to which they felt supported by the organization (Hallinger, 2011; Leithwood & Jantzi, 2006).

Overall, the reviewed literature and studies consistently demonstrated that the administrative and supervisory practices of school heads were significantly related to perceived organizational support among school personnel. Both local and foreign evidence affirmed that effective leadership fostered supportive school environments by enhancing teacher motivation, strengthening professional relationships, and improving organizational climate. These findings provided strong theoretical and empirical justification for examining the relationship between leadership practices and perceived organizational support in public junior high schools.

METHODOLOGY

Descriptive-Comparative Research Design

This study employed a descriptive-comparative research design, a quantitative approach that describes existing conditions and compares differences between groups without manipulating variables. A descriptive-comparative design is appropriate when the purpose of a study is to determine whether significant differences exist among groups in relation to specific variables while systematically describing their current status and allowing group comparisons based on observed data (Creswell & Creswell, 2018).

In this study, the design was used to describe and compare the perceptions of supervisors, school administrators, teachers, and non-teaching personnel regarding school heads' administrative and supervisory

practices and perceived organizational support in selected public junior high schools in District I, Division of Manila.

The descriptive component focused on identifying the levels of administrative and supervisory practices and perceived organizational support as reported by the respondents. The comparative component examined whether significant differences existed among the four groups of respondents in their perceptions of these variables.

By using this design, the study generated quantitative data that accurately reflected existing conditions in the school setting and allowed for systematic comparison across respondent groups without manipulating or influencing the natural environment.

Population and Sampling

The population of the study consists of public junior high school personnel in the Division of Manila, District These include supervisors, school administrators, teachers, and non-teaching personnel who are the direct participants of the study and are essential in providing data on administrative and supervisory practices of school heads and perceived organizational support.

The study employed a total population sampling technique, also referred to as a census approach, wherein all members of the identified population were included in the data collection process. This technique is appropriate when the population is fully accessible and the researcher intends to obtain complete representation of all groups within the study locale. Under this approach, questionnaires were distributed to all personnel, and only those who returned and accomplished the instruments were included in the final data set. The total number of respondents who participated in the study was 758, consisting of supervisors, school administrators, teachers, and non-teaching personnel. Total population sampling is commonly used in educational and organizational research to ensure comprehensive coverage of the entire target population within a defined setting (Etikan, Musa, & Alkassim, 2016).

Table 1 Distribution of the Population and Sample

Respondents	Population	Sample	%
Supervisors	5	5	100.00
School Administrators	25	25	100.00
Teachers	705	487	69.08
Non-Teaching Personnel	23	23	100.00
Total	758	540	71.24

As presented in Table 1, the data revealed that all supervisors (100 percent), school administrators (100 percent), and non-teaching personnel (100 percent) were included in the study, indicating complete participation from these groups.

On the other hand, out of 705 teachers in the population, 487 were selected as respondents, representing 69.08 percent, which comprises the largest share of the sample.

In total, 540 out of 758 individuals were included in the study, equivalent to 71.24 percent, indicating that a substantial proportion of the total population was represented in the data collection.

Table 2 Respondents as to School

School	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Total	
	f	%	f	%	f	%	f	%	f	%
Antonio J. Villegas Vocational High School	1	20.00	3	12.00	76	15.61	4	17.39	84	15.56
Dr. Juan G. Nolasco High School	1	20.00	5	20.00	86	17.66	5	21.74	97	17.96
Gregorio Perfecto High School	1	20.00	5	20.00	65	13.35	3	13.04	74	13.70
Timoteo Paez Integrated School	1	20.00	6	24.00	109	22.38	4	17.39	120	22.22
Tondo High School	1	20.00	6	24.00	151	31.01	7	30.43	165	30.56
Total	5	100	25	100	487	100	23	100	540	100

Table 2 presents the distribution of respondents according to school. Based on the total values, the highest number of respondents came from Tondo High School with 165 or 30.56 percent, followed by Timoteo Paez Integrated School with 120 or 22.22 percent, and Dr. Juan G. Nolasco High School with 97 or 17.96 percent. Meanwhile, Antonio J. Villegas Vocational High School accounted for 84 respondents or 15.56 percent, and Gregorio Perfecto High School had the least with 74 respondents or 13.70 percent.

Respondents of the Study

The demographic profile of the respondents is presented in this section to provide an overview of their characteristics. It includes relevant information that helps describe the composition of the participants involved in the study. These characteristics provide important contextual information that aids in the interpretation of the respondents' perceptions regarding the administrative and supervisory practices of school heads and the level of organizational support within their respective schools. The demographic profile of the respondents is as follows:

Table 3 Respondents as to Age

Age	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Total	
	f	%	f	%	f	%	f	%	f	%
51 years old and above	5	100	13	52.00	52	10.68			70	12.77

46 - 50 years old			12	48.00	70	14.37			82	14.96
41 - 45 years old					88	18.07			88	16.06
36 - 40 years old					76	15.61	11	47.83	87	15.88
31 - 35 years old					91	18.69	12	52.17	103	18.80
26 - 30 years old					105	21.56			105	19.16
25 years old and below					5	1.03			5	0.91
Total	5	100	25	100	487	100	23	100	540	100

As presented in Table 3, the distribution of respondents in terms of age revealed that the largest proportion belonged to the 26–30 years old bracket, with 105 respondents or 19.16 percent. This was closely followed by those aged 31–35 years old with 103 respondents or 18.80 percent, indicating that a substantial portion of the participants were within the early career stage. Respondents aged 41–45 years old accounted for 88 or 16.06 percent, while those aged 36–40 years old comprised 87 or 15.88 percent, showing a relatively even distribution among mid-career personnel.

Meanwhile, respondents aged 46–50 years old represented 82 or 14.96 percent, and those aged 51 years old and above accounted for 70 or 12.77 percent, indicating a moderate representation of more experienced personnel in the study. The least represented group was those aged 25 years old and below, with only 5 respondents or 0.91 percent, suggesting that entry-level personnel constituted a very small fraction of the respondents.

Taken as a whole, the data indicated that the respondents were largely composed of early to mid-career professionals, suggesting a workforce that was relatively young and moderately experienced. This age distribution provided context for interpreting the respondents' perceptions of administrative and supervisory practices and perceived organizational support, as career stage and age may have influenced how leadership practices were experienced and evaluated.

Table 4 Respondents as to Sex

Sex	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Total	
	f	%	f	%	f	%	f	%	f	%
Male	2	40.00	11	44.00	174	36.14	6	26.09	193	35.74
Female	3	60.00	14	56.00	313	46.00	17	73.91	347	64.26
Total	5	100	25	100	487	100	23	100	540	100

As presented in Table 4, the distribution of respondents according to sex showed that female respondents comprised the majority with 347 or 64.26 percent, while male respondents accounted for 193 or 35.74 percent.

This distribution indicated that the respondent population was predominantly female, reflecting the typical demographic pattern in the education sector where female personnel generally outnumber their male counterparts. The result suggested that the perceptions of administrative and supervisory practices, as well as

perceived organizational support, were largely influenced by female respondents. Nevertheless, the presence of male respondents, although comparatively lower, ensured that both sexes were represented in the study, allowing for a more balanced interpretation of the findings across gender categories. The predominance of female respondents may also reflect current workforce trends in public schools, where women continue to occupy a substantial proportion of teaching and administrative positions. Furthermore, the inclusion of respondents from both sexes contributes to the diversity of perspectives gathered, thereby enhancing the comprehensiveness and credibility of the study findings.

Table 5 Respondents as to Civil Status

Civil Status	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Total	
	f	%	f	%	f	%	F	%	f	%
Single					251	53.59	11	47.83	272	50.37
Married	5	100	25	100	195	40.04	12	52.17	247	45.74
Widow/Widower					21	4.31			21	3.89
Total	5	100	25	100	47	100	23	100	540	100

As presented in Table 5, the distribution of respondents according to civil status showed that single respondents comprised the largest group with 272 or 50.37 percent, followed by married respondents with 247 or 45.74 percent. This indicates that the respondent population was almost evenly distributed between single and married individuals, with a slightly higher proportion of single respondents.

Meanwhile, widow/widower respondents accounted for the smallest proportion with 21 or 3.89 percent, suggesting that only a minimal number of respondents belonged to this category. The overall distribution implied that the respondents were predominantly either single or married, reflecting a workforce composed mainly of individuals in active career and family-building stages.

Table 6 Respondents as to Educational Attainment

Educational Attainment	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Total	
	f	%	f	%	f	%	f	%	f	%
Doctorate Degree	5	100	11	44.0	3	0.62			19	3.52
w/ Doctoral units			10	40.0	22	4.52			32	5.93
Master's Degree			4	16.0	107	21.97			111	20.56
w/ Master's units					218	44.76			218	40.37
Baccalaureate Degree					137	28.13	23	100	160	29.63
Total	5	100	25	100	487	100	23	100	540	100

As presented in Table 6, the distribution of respondents according to educational attainment showed that the largest proportion belonged to those with master's units, comprising 218 or 40.37 percent. This was followed by respondents with a baccalaureate degree, with 160 or 29.63 percent, indicating that a considerable portion of the participants were still in the process of advancing their graduate studies.

Meanwhile, those who had completed a master's degree accounted for 111 or 20.56 percent, reflecting a substantial group of fully qualified graduate degree holders within the workforce. Respondents with doctoral units represented 32 or 5.93 percent, while those who had completed a doctorate degree constituted the smallest proportion with 19 or 3.52 percent.

Taken together, the data indicated that most respondents were engaged in or had completed graduate-level studies, suggesting a generally well-qualified group of personnel in terms of academic preparation. This distribution also implied a strong inclination toward professional advancement, which may influence their perceptions of leadership practices and organizational support within the school setting. Moreover, the respondents' educational qualifications suggest that they possess the knowledge and professional experience necessary to provide informed and credible assessments of the administrative and supervisory practices of school heads and the organizational support mechanisms within their schools.

Table 7 Respondents as to Years of Service

Years in Service	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Total	
	f	%	f	%	f	%	f	%	f	%
21 years and above	5	100	20	80.0	47	9.65			72	13.33
16 - 20 years			5	20.0	84	17.25			89	16.48
11 - 15 years					121	24.85	6	26.09	127	23.52
6 - 10 years					127	26.08	11	47.83	138	25.56
5 years and below					108	22.18	6	26.09	114	21.11
Total	5	100	25	100	487	100	23	100	540	100

As portrayed in the data, the largest group of respondents belonged to the 6–10 years of service bracket with 138 or 25.56 percent. This was followed by those with 11–15 years of service with 127 or 23.52 percent, and those with 5 years and below with 114 or 21.11 percent, indicating that a substantial proportion of the respondents were relatively early to mid-tenure personnel.

Meanwhile, respondents with 16–20 years of service accounted for 89 or 16.48 percent, while those with 21 years and above comprised 72 or 13.33 percent, representing the smallest share of the respondents. This pattern suggests a gradual decline in representation as years of service increase, indicating that fewer respondents belonged to the highly experienced category.

Overall, the data indicated that the respondents were predominantly composed of personnel with early to mid-range years of service (5–15 years), suggesting a workforce with substantial but not extensive experience in the education sector. This distribution provides useful context for interpreting their perceptions of administrative and supervisory practices as well as perceived organizational support, as length of service may influence familiarity with leadership practices and organizational dynamics.

Research Instrument

The study utilized a researcher-made structured survey questionnaire as the primary data-gathering instrument. The questionnaire was designed to obtain quantitative and descriptive data from supervisors, school administrators, teachers, and non-teaching personnel regarding administrative and supervisory practices of school heads and perceived organizational support within selected public junior high schools. In developing the instrument, careful consideration was given to the study variables to ensure alignment with the research objectives and to establish clarity, validity, and consistency in measuring the constructs under investigation (Artino et al., 2014).

To begin with, Part I (Demographic Profile) gathered information on the respondents' age, sex, educational attainment, length of service, and position. These variables provided a contextual foundation for interpreting the findings and, moreover, allowed for meaningful comparisons across respondent groups in relation to their perceptions of administrative and supervisory practices and organizational support.

Subsequently, Part II (Assessment of Administrative and Supervisory Practices) focused on measuring the administrative and supervisory practices of school heads. Specifically, administrative practices included financial management, curriculum administration, program planning, policy formulation and implementation, coordination, facilities management, and resource management. In addition, supervisory practices covered instructional supervision, feedback provision, monitoring and evaluation of teaching and learning, performance appraisal, and teacher development support. To ensure systematic measurement, a five-point Likert scale was employed to quantify respondents' perceptions and determine the extent to which these practices were manifested in the school setting.

In the same manner, Part III (Assessment of Organizational Support) examined perceived organizational support, defined as employees' global belief that the organization values their contributions and cares about their well-being. This section included indicators such as recognition, administrative and resource support, work environment, employee welfare, and professional development opportunities. Accordingly, this construct reflected how personnel interpreted organizational treatment through the actions and support provided by school leaders and the institution as a whole (Eisenberger et al., 1986).

Furthermore, Part IV (Assessment of Challenges Encountered) identified the challenges experienced by respondents in relation to administrative and supervisory practices as well as perceived organizational support. In particular, this section captured issues such as workload concerns, resource limitations, communication gaps, supervision-related challenges, and professional development constraints. As a result, it provided contextual insights into barriers encountered within the school environment.

Finally, Part V (Acceptability of the Proposed Intervention Program) assessed the acceptability of the proposed intervention program in terms of relevance, feasibility, clarity, and applicability. Consequently, this section determined whether the proposed strategies were perceived as practical and suitable for implementation in the school context, thereby ensuring that recommendations were grounded in stakeholder perspectives and responsive to actual school needs.

To ensure the validity of the instrument, it underwent content validation by experts in educational leadership and management, focusing on clarity, relevance, and alignment with the study objectives. In addition, a pilot testing was conducted in a similar population outside the study locale to establish reliability. Internal consistency of the Likert-scale items was then measured using Cronbach's alpha, which is widely recognized as a reliable measure for multi-item scales in social science research (Tavakol & Dennick, 2011).

Data Gathering Procedure

The following procedures were undertaken in the collection of data:

- A formal letter of request was submitted to the Schools Division Office of Manila, and approval was secured from the school heads of the selected public junior high schools in District I prior to the conduct of the study.
- Printed copies of the structured questionnaire were personally distributed to the respondents, including supervisors, school administrators, teachers, and non-teaching personnel.
- The respondents were informed about the purpose, scope, and significance of the study, and the voluntary nature of their participation was emphasized, with assurance of confidentiality of their responses.
- Sufficient time was given for the respondents to accomplish the questionnaire, and clarifications were addressed to ensure accuracy and completeness of responses.
- The accomplished questionnaires were personally retrieved to ensure a high response rate and to verify completeness of the data collected.
- The collected data were then organized, encoded, and prepared for statistical analysis using appropriate descriptive and inferential statistical tools such as frequency, percentage, and mean.

Statistical Treatment of Data

The following statistical tools were used for data analysis:

Percentage. This is a descriptive statistical measure used to express the proportion of respondents possessing a particular characteristic relative to the total number of respondents. It is computed by dividing the frequency of a category by the total number of observations and multiplying the result by 100. Percentages facilitate the presentation and interpretation of categorical data by showing how much a part represents of the whole population or sample (Tu, 2008). In this study, percentage was used to describe the demographic profile of the respondents, including their distribution according to school, age, sex, civil status, educational attainment, years of service, and other relevant characteristics.

Weighted Mean. It is a measure of central tendency that determines the average value of responses by considering the assigned weight of each response category. It is particularly useful in survey research employing Likert-scale instruments because it provides a numerical representation of respondents' perceptions, attitudes, or assessments regarding a specific variable. The weighted mean reflects the relative importance of each response option and enables researchers to interpret the overall level of agreement, perception, or assessment of the respondents (Boone & Boone, 2012). In this study, the weighted mean was used to determine the level of administrative practices of school heads, supervisory practices of school heads, perceived organizational support, challenges encountered by the respondents, and the acceptability of the proposed intervention program.

$$WM = \frac{\sum_{i=1}^n f_i x_i}{N}$$

Formula:

Five-Point Likert's Scale. To determine the Administrative and Supervisory practices of school heads, organizational support, challenges encountered, and acceptability of the proposed intervention program, the five-point Likert Scale was used and its interpretation as follows:

Assessment on the Administrative and Supervisory Practices of School Heads

Scale	Numerical Value	Descriptive Value	
5	4.20 – 5.00	Highly Practiced	(HP)
4	3.40 – 4.19	Practiced	(P)

3	2.60 – 3.39	Moderately Practiced	(MP)
2	1.80 – 2.59	Least Practiced	(LP)
1	1.00 – 1.79	Not Practiced	(NP)

Assessment on the Organizational Support

Scale	Numerical Value	Descriptive Value	
5	4.20 – 5.00	Highly Evident	(HE)
4	3.40 – 4.19	Evident	(E)
3	2.60 – 3.39	Moderately Evident	(ME)
2	1.80 – 2.59	Least Evident	(LE)
1	1.00 – 1.79	Not Evident	(NE)

On the Problems Encountered

Option	Scale	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Encountered	HE
4	3.40 – 4.19	Encountered	E
3	2.60 – 3.39	Moderately Encountered	ME
2	1.80 – 2.59	Poorly Encountered	PE
1	1.00 – 1.79	Not Encountered	NE

Acceptability of Proposed Intervention Program

Scale	Numerical Value	Verbal Interpretation Symbol
5	4.20-5.00	Highly Acceptable (HA)
4	3.40-4.19	Acceptable (A)
3	2.60-3.39	Moderately Acceptable (MA)
2	1.80-2.59	Least Acceptable (LA)
1	1.00-1.79	Not Acceptable (NA)

Analysis of Variance (F-Test). It is an inferential statistical technique used to determine whether significant differences exist among the mean responses of three or more independent groups. The method evaluates

whether the variation between group means is significantly greater than the variation within the groups. ANOVA enables researchers to test hypotheses concerning group differences while minimizing the risk of committing Type I error that may occur when multiple t-tests are performed. It is widely used in educational and behavioral research to compare the perceptions, attitudes, and assessments of different respondent groups (Lakens, 2013). In this study, one-way ANOVA was utilized to determine whether significant differences existed among the assessments of supervisors, school administrators, teachers, and non-teaching personnel regarding the administrative practices, supervisory practices, and organizational support in public junior high schools in District I, Division of Manila.

$$SS_t = \left[\sum (\sum x^2) \right] - \left[\frac{\sum (\sum x)^2}{n} \right]$$

$$SS_c = \sum \left[\frac{(\sum x)^2}{r} \right] - \frac{[\sum (\sum x)]^2}{n}$$

$$MSS = \frac{SS_c}{dfc} \quad dfc = c - 1$$

$$MSS_w = \frac{SS_w}{dfw} \quad dfw = n - c$$

$$F_c = \frac{MSS_c}{MSS_w} \quad dft = n - 1$$

where:

dfw = degrees of within group

dfc = degrees between group

dft = total degrees of freedom

SS_c = sum of squares between group

SS_w = sum of squares within the group

MSS_w = mean of the sum of squares within the group

MSS = mean of the sum of squares between group

F_c = computed F – value

Pearson Product-Moment Correlation. This is an inferential statistical technique used to determine the strength and direction of the linear relationship between two continuous variables. The coefficient ranges from -1.00 to +1.00, where positive values indicate a direct relationship, negative values indicate an inverse relationship, and values close to zero indicate little or no linear relationship. Pearson's r is widely used in educational and social science research to examine the degree to which changes in one variable are associated with changes in another variable (Akoglu, 2018). In this study, Pearson Product–Moment Correlation was employed to determine whether a significant relationship existed between the administrative and supervisory practices of school heads and the perceived organizational support among teaching and non teaching personnel in public junior high schools in District I, Division of Manila.

$$r = \frac{N (\sum xy) - (\sum x)(\sum y)}{\sqrt{[N (\sum x^2) - (\sum x)^2] [N (\sum y^2) - (\sum y)^2]}}$$

where:

$\sum xy$ = summation of the product x & y

$\sum x$ = summation of x

$\sum y$ = summation of y

$\sum x^2$ = summation of the source of x

$\sum y^2$ = summation of the source of y

N = no. of Districts/variable

r = Pearson Product Moment Correlation

To determine the significance of r, the t-test is used with the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Guide in Interpreting Coefficient of Correlation. This was utilized in the interpretation of the strength and direction of the relationship between variables in this study, based on the guidelines for the coefficient of correlation as presented by Anesthesia and Analgesia (2018).

Absolute Magnitude of the Observed Coefficient	Coefficient Interpretation
0.00 – 0.10	Negligible correlation
0.10 – 0.39	Weak correlation
0.40 – 0.69	Moderate correlation
0.70 – 0.89	Strong correlation
0.90 – 1.00	Very Strong correlation

Slovin's Formula. It is a statistical method used to determine the required sample size from a finite population when a desired margin of error is specified. Sample size determination is an essential component of research design because it helps ensure that the selected sample adequately represents the target population and produces reliable statistical results (Johnston et al., 2019). In this study, Slovin's Formula was used to determine the required number of teacher respondents from the total teacher population in the selected public junior high schools in District I, Division of Manila.

Formula: $n = \frac{N}{1 + Ne^2}$

Presentation, Analysis, and Interpretation of Data

Sub-problem No.1 How do the supervisors, school administrators, teachers, and non-teaching personnel assess the practices of school heads in public junior high schools in the Division of Manila in terms of:

Administrative:

Financial/Budget Management;

Table 8 Administrative Practices on Financial Budget Management

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Make financial decisions that support both instructional and non-instructional requirements.	3.50	P	4.62	P	3.55	E	3.70	P	3.84	P	1
2. Keep teachers and staff informed about financial plans when appropriate.	3.78	P	3.78	P	3.80	E	3.82	P	3.80	P	2
3. Ensure that school funds are allocated based on priority needs.	3.70	P	3.70	P	3.70	E	3.86	P	3.74	P	3
4. Provide clear, transparent explanations of budget utilization to stakeholders.	3.71	P	3.72	P	3.75	E	3.75	P	3.73	P	4
5. Manage funds responsibly and efficiently, avoiding misuse or waste.	3.70	P	3.70	P	3.70	E	3.74	P	3.71	P	5
Overall Weighted Mean	3.68	P	3.90	P	3.70	E	3.77	P	3.76	P	

Legend:

Scale	Numerical Value	Descriptive Value	
5	4.20 – 5.00	Highly Practiced	(HP)
4	3.40 – 4.19	Practiced	(P)
3	2.60 – 3.39	Moderately Practiced	(MP)
2	1.80 – 2.59	Least Practiced	(LP)
1	1.00 – 1.79	Not Practiced	(NP)

The findings indicated that the administrative practices of school heads in terms of financial budget management were generally practiced, as reflected by the composite mean of 3.76. Among the indicators, making financial decisions that supported both instructional and non-instructional requirements obtained the highest rank (WM = 3.84), suggesting that school heads prioritized the allocation of resources to address the

diverse needs of the school. This finding supported the assertion of Hallinger (2011) that effective school leaders contributed to school improvement by strategically managing resources and aligning decisions with instructional goals. Similarly, Robinson et al. (2008) emphasized that leadership practices that directly supported teaching and learning had a stronger influence on organizational effectiveness and school outcomes.

The high rating of keeping teachers and staff informed about financial plans when appropriate ($WM = 3.80$) further suggested that transparency and communication were practiced in the financial management of schools. This finding was consistent with the study of Villanueva (2023), which revealed that transparent communication and fairness in decision-making contributed to a positive organizational climate and enhanced personnel perceptions of leadership effectiveness.

Likewise, the practiced ratings for allocating school funds based on priority needs ($WM = 3.74$) and providing clear explanations of budget utilization to stakeholders ($WM = 3.73$) indicated that school heads demonstrated accountability and sound fiscal management. These findings supported the observations of Sun and Leithwood (2015) that evidence-based decision-making and transparent management practices strengthened organizational support and improved perceptions of leadership competence and fairness.

Although managing funds responsibly and efficiently, avoiding misuse or waste received the lowest rank ($WM = 3.71$), it remained within the practiced category, indicating that prudent financial stewardship was still exercised by school heads. This finding aligned with the literature emphasizing that administrative leadership extended beyond compliance and included responsible resource management that supported school effectiveness and organizational stability (Bautista & Cruz, 2022; Hallinger, 2011).

Overall, the results affirmed the literature's contention that effective financial management was an essential component of school leadership. By ensuring the proper allocation, utilization, and communication of financial resources, school heads fostered organizational support and contributed to the achievement of educational goals. This supported the conclusion of Leithwood and Jantzi (2006) that leadership effectiveness was reflected not only in instructional supervision but also in administrative practices that promoted organizational efficiency and school improvement.

School Curriculum

The results showed that the curriculum management practices of school heads were generally practiced, as evidenced by the overall weighted mean of 4.06. The indicator making curriculum decisions that aligned with DepEd goals and standards obtained the highest rating ($WM = 4.12$), indicating that school heads consistently ensured curriculum alignment with national educational standards. This finding supported Hallinger (2011), who emphasized that effective school leaders contributed to school improvement by maintaining a strong focus on academic goals and instructional quality. Similarly, Robinson et al. (2008) highlighted the significant influence of leadership practices related to teaching and learning on educational outcomes.

This was followed by ensuring that the prescribed curriculum was fully and effectively implemented ($WM = 4.10$), suggesting that school heads actively monitored curriculum delivery and adherence to standards. This finding aligned with De Guzman and Alonzo (2024), who found that instructional leadership practices contributed to improved teaching effectiveness and classroom performance.

The indicators designing and delivering the curriculum to meet learners' diverse needs and abilities ($WM = 4.06$) and promoting innovative approaches in curriculum delivery ($WM = 4.04$) also received positive ratings, indicating that school heads supported responsive and innovative instructional practices. These findings were consistent with Leithwood and Jantzi (2006) and Day et al. (2016), who emphasized the role of leadership in fostering quality teaching, innovation, and continuous improvement.

Meanwhile, involving teachers in discussions and decisions on curriculum improvement obtained the lowest rating ($WM = 3.98$), although it remained within the practiced category. This suggested that teacher participation was evident but could still be further strengthened. The finding supported Mendoza et al. (2021),

who noted that shared leadership enhanced collaboration and collective responsibility among school personnel.

Overall, the findings indicated that school heads effectively managed curriculum implementation and improvement. The overall weighted mean of 4.06 reflected consistent leadership practices that supported instructional quality, curriculum alignment, and school effectiveness. These practices demonstrate the commitment of school heads to ensuring that curriculum implementation remains responsive to learners' needs and aligned with educational standards. Moreover, effective curriculum leadership contributes to continuous instructional improvement and supports the attainment of desired learning outcomes across the school.

Table 9 Administrative Practices on School Curriculum

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Make curriculum decisions that align with DepEd goals and standards.	4.12	P	4.10	E	4.14	E	4.12	E	4.12	E	1
2. Ensure the prescribed curriculum is fully and effectively implemented.	4.05	P	4.05	E	4.12	E	4.16	E	4.10	E	2
3. Design and deliver the curriculum to meet learners' diverse needs and abilities.	4.00	P	4.05	E	4.10	E	4.10	E	4.06	E	3
4. Promote innovative approaches in curriculum delivery.	4.00	P	4.00	E	4.04	E	4.12	E	4.04	E	4
5. Involve teachers in discussions and decisions on curriculum improvement.	3.97	P	3.97	E	3.99	E	3.98	E	3.98	E	5
Overall Weighted Mean	4.03	P	4.03	E	4.08	E	4.10	E	4.06	E	

Planning School Programs and Activities

The results showed that the administrative practices of school heads in terms of planning school programs and activities were generally practiced, as evidenced by the overall weighted mean of 4.10. This indicated that school heads consistently carried out planning functions that supported the effective implementation of school programs and activities. The composite mean further suggested that planning remained one of the stronger administrative practices demonstrated by school leaders.

Foremost among the indicators was designing programs that address both academic learning and co-curricular development (WM = 4.19), which obtained the highest rating. This suggested that school heads placed considerable emphasis on developing programs that promoted both academic achievement and holistic learner development. This finding supported Leithwood and Jantzi (2006), who emphasized that effective school leaders enhanced school performance by promoting programs that improved teaching, learning, and student growth.

Following this was planning school programs in advance with a clear structure (WM = 4.13), indicating that school heads exercised strategic planning in organizing school activities. This result aligned with Hallinger (2011), who noted that effective leadership involved setting clear goals, coordinating activities, and systematically managing school improvement efforts.

Equally ranked were ensuring all planned activities reflected the school's vision and mission and ensuring that planned activities were implemented effectively and on time (both WM = 4.12). These findings implied that school heads were committed to aligning school programs with institutional objectives while ensuring their successful execution. Such results were consistent with Day et al. (2016), who found that effective leaders strengthened school effectiveness by maintaining a shared vision and ensuring the successful implementation of programs and initiatives.

In contrast, involving teachers, staff, students, and other stakeholders in planning activities obtained the lowest rating (WM = 3.92), although it remained within the practiced category. This suggested that stakeholder participation was evident in the planning process but was less emphasized compared to other planning functions. The finding supported Mendoza et al. (2021), who found that shared leadership practices enhanced collaboration, strengthened professional relationships, and encouraged collective responsibility within schools.

The relatively high ratings across all indicators demonstrated that school heads maintained a systematic approach to planning that balanced organizational goals, program implementation, and stakeholder involvement. These results reflected the importance of strategic planning in ensuring that school activities remained relevant, coordinated, and responsive to the needs of learners and the school community.

Overall, the findings indicated that school heads effectively performed their planning responsibilities through strategic program development, goal alignment, and timely implementation. The overall weighted mean of 4.10 reflected consistent planning practices that supported organizational effectiveness and school improvement. These results reinforced the view that effective planning serves as a vital leadership function that contributes to the successful achievement of educational goals and institutional priorities.

Table 10 Administrative Practices on Planning School Programs and Activities

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Design programs that address both academic learning and co-curricular development.	4.17	P	4.18	P	4.20	HP	4.21	HP	4.19	P	1
2. Plan school programs in advance with a clear structure.	4.11	P	4.11	P	4.13	P	4.15	P	4.13	P	2

3. Ensure all planned activities reflect the school's vision and mission.	4.10	P	4.12	P	4.14	P	4.12	P	4.12	P	4.5
4. Ensure that planned activities are implemented effectively and on time.	4.12	P	4.12	P	4.12	P	4.12	P	4.12	P	4.5
5. Involve teachers, staff, students, and other stakeholders in planning activities.	3.90	P	3.93	P	3.90	P	3.96	P	3.92	P	5
Overall Weighted Mean	4.08	P	4.09	P	4.10	P	4.11	P	4.10	P	

Directing School Works

The results showed that the administrative practices of school heads in terms of directing school works were generally practiced, as reflected by the overall weighted mean of 4.06. This indicated that school heads consistently performed leadership functions related to guiding personnel, clarifying responsibilities, and ensuring the smooth implementation of school operations. The composite mean suggested that directing school works was an important aspect of school administration that contributed to organizational efficiency and personnel effectiveness.

Leading the indicators was guiding and supporting staff in accomplishing their duties (WM = 4.11), which received the highest rating. This finding suggested that school heads actively provided assistance and direction to personnel in carrying out their responsibilities. The result supported Hallinger (2011), who emphasized that effective leadership involves providing support and guidance that enhance staff performance and contribute to school improvement. Likewise, Leithwood and Jantzi (2006) noted that transformational leaders strengthen organizational effectiveness by fostering commitment and supporting personnel in achieving shared goals.

Sharing the second rank were ensuring staff roles and responsibilities are clearly defined and understood and maintaining efficient and uninterrupted daily school operations (both WM = 4.06). These findings implied that school heads established clarity in job expectations while maintaining stability in school operations. Such practices were consistent with Ofri (2023), who found that effective administrative leadership contributes to better coordination, communication, and organizational efficiency within schools.

Another indicator that received a favorable assessment was providing clear and actionable instructions for all assigned tasks (WM = 4.05). This suggested that school heads generally communicated expectations effectively, enabling personnel to perform their duties with greater confidence and direction. This finding aligned with Robinson et al. (2008), who emphasized that leadership practices involving coordination, guidance, and goal setting significantly influence organizational effectiveness and educational outcomes.

Receiving the lowest rating was distributing work assignments equitably among personnel (WM = 4.04), although it remained within the practiced category. This indicated that fairness in workload distribution was evident but could still be enhanced. The finding supported Shen et al. (2012), who found that perceptions of fairness in leadership practices contribute to higher levels of trust, collaboration, and organizational commitment among school personnel.

The consistently positive ratings across the indicators suggested that school heads were generally successful in directing personnel and managing day-to-day operations. These practices reflected the importance of clear

communication, role clarification, and supportive leadership in creating an organized and productive work environment.

Overall, the findings indicated that school heads effectively carried out their responsibilities in directing school works. The overall weighted mean of 4.06 reflected consistent leadership practices that promoted operational efficiency, staff support, and organizational coordination. These results reinforced the view of Hallinger (2011) and Leithwood and Jantzi (2006) that effective leadership is characterized by guidance, support, and clear direction, all of which contribute to improved school performance and organizational effectiveness.

Table 11 Administrative Practices on Directing School Works

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Guide and support staff in accomplishing their duties.	4.08	P	4.10	P	4.12	P	4.12	P	4.11	P	1
2. Ensure staff roles and responsibilities are clearly defined and understood.	4.05	P	4.10	P	4.10	P	4.00	P	4.06	P	2.5
3. Maintain efficient and uninterrupted daily school operations.	4.06	P	4.06	P	4.06	P	4.06	P	4.06	P	2.5
4. Provide clear and actionable instructions for all assigned tasks.	4.00	P	4.10	P	4.10	P	4.00	P	4.05	P	4
5. Distribute work assignments equitably among personnel.	4.00	P	4.04	P	4.06	P	4.06	P	4.04	P	5
Overall Weighted Mean	4.04	P	4.08	P	4.09	P	4.05	P	4.06	P	

Formulation and Execution of Educational Policies;

The results revealed that the administrative practices of school heads in terms of the formulation and execution of educational policies were generally practiced, as evidenced by the overall weighted mean of 4.09. This finding indicates that school heads consistently performed their responsibilities in developing, implementing, and communicating policies that guide school operations and support the attainment of educational goals.

Among the indicators, ensuring that policies comply with Department of Education regulations and standards obtained the highest weighted mean of 4.13. This suggests that school heads prioritize adherence to established educational policies and regulatory requirements in managing school affairs. The finding supports Reyes et al. (2022), who emphasized that effective school leaders demonstrate responsiveness to institutional

requirements, and Isabela (2023), who noted that transparent and accountable governance practices contribute to improved school performance.

Ensuring that policies support and enhance overall school effectiveness ranked second with a weighted mean of 4.11, indicating that school heads develop policies that contribute to organizational improvement and goal attainment. Implementing policies fairly and consistently across the school followed closely with a weighted mean of 4.10, suggesting that school leaders promote fairness and accountability in policy implementation. This finding is consistent with Tschannen-Moran (2014), who highlighted the importance of fairness, consistency, and transparency in building trust within educational organizations.

Meanwhile, ensuring that school policies are clearly communicated to teachers and staff obtained a weighted mean of 4.07, indicating that policy dissemination practices were generally effective. On the other hand, considering input from teachers, staff, and other stakeholders in policy formulation received the lowest weighted mean of 4.06, although it remained within the practiced category. This finding suggests that stakeholder participation in policy development is evident but may still be strengthened through more collaborative decision-making processes.

Overall, the consistently high ratings across all indicators demonstrate that school heads effectively perform their policy leadership functions. These practices contribute to organizational stability, accountability, and school effectiveness. However, the relatively lower rating on stakeholder involvement highlights an opportunity to further enhance participatory approaches to policy formulation and implementation. Greater stakeholder participation can promote a stronger sense of ownership and commitment to school policies among teachers, staff, and other members of the school community. It may also improve the relevance and responsiveness of policies by incorporating diverse perspectives and experiences.

Consequently, fostering a more inclusive policy development process can strengthen collaboration and support the successful implementation of school initiatives and programs. Furthermore, increased stakeholder engagement may strengthen transparency and trust between school leaders and personnel, thereby fostering a more positive organizational climate. Such collaborative practices can ultimately contribute to more effective decision-making and the sustained achievement of school goals and objectives.

Table 12 Administrative Practices on Formulation and Execution of Educational Policies

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	W M	VI	W M	VI	WM	VI	WM	VI	WM	VI	
1. Ensure policies comply with DepEd regulations and standards.	4.11	P	4.11	P	4.15	P	4.13	P	4.13	P	1
2. Ensure policies support and enhance overall school effectiveness	4.11	P	4.11	P	4.11	P	4.11	P	4.11	P	2
3. Implement policies fairly and consistently across the school.	4.10	P	4.10	P	4.10	P	4.10	P	4.10	P	3
4. Ensure school policies are clearly	4.00	P	4.05	P	4.13	P	4.08	P	4.07	P	4

communicated to all teachers and staff.											
5. Consider input from teachers, staff, and other stakeholders in policy formulation.	4.05	P	4.08	P	4.08	P	4.01 1	P	4.06	P	5
Overall Weighted Mean	4.07	P	4.09	P	4.11	P	4.09	P	4.09	P	

Coordinating and Administrative Activities;

The results showed that the administrative practices of school heads in terms of coordinating and administrative activities were generally practiced, as evidenced by the overall weighted mean of 4.14. This indicated that school heads effectively coordinated school operations and promoted collaboration among personnel. The composite mean further suggested that coordination was the strongest administrative practice among the areas assessed.

Notably, coordinating tasks effectively across all school units (WM = 4.22) obtained the highest rating and was interpreted as Highly Practiced. This finding suggested that school heads successfully aligned the efforts of various school units toward common goals. The result supported Hallinger (2011), who emphasized the importance of coordination in achieving school effectiveness and improvement.

Similarly, promoting cooperation among departments and staff (WM = 4.21) was also rated as Highly Practiced, indicating that school heads fostered teamwork and collaboration. This finding aligned with Adams et al. (2023), who found that supportive leadership practices strengthened professional engagement and organizational commitment. In addition, ensuring administrative coordination facilitates smooth daily school operations (WM = 4.12) received a favorable assessment, suggesting that school heads effectively managed school processes. This finding was consistent with Ofrin (2023), who reported that effective administrative leadership improves coordination and organizational efficiency.

Meanwhile, maintaining clear and organized communication among teachers, staff, and administrators and ensuring school activities are scheduled to avoid conflicts and overlaps both obtained a weighted mean of 4.08, the lowest among the indicators but still interpreted as practiced. These findings highlighted opportunities to further strengthen communication and scheduling systems. This supported Tschannen-Moran (2014), who emphasized the importance of clear communication in sustaining effective school operations.

Overall, the findings indicated that school heads effectively carried out their coordinating and administrative responsibilities. The overall weighted mean of 4.14 reflected strong coordination practices that supported teamwork, operational efficiency, and school effectiveness.

Table 13 Administrative Practices on Coordinating and Administrative Activities

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Coordinate tasks effectively across all school units.	4.20	HP	4.20	HP	4.22	HP	4.24	HP	4.22	HP	1

2. Promote cooperation among departments and staff.	4.20	HP	4.20	HP	4.20	HP	4.24	HP	4.21	HP	2
3. Ensure administrative coordination facilitates smooth daily school operations.	4.10	P	4.11	P	4.12	P	4.14	P	4.12	P	3
4. Maintain clear and organized communication among teachers, staff, and administrators	4.06	P	4.09	P	4.09	P	4.06	P	4.08	P	4.5
5. Ensure school activities are scheduled to avoid conflicts and overlaps.	4.05	P	4.05	P	4.08	P	4.14	P	4.08	P	4.5
Overall Weighted Mean	4.12	P	4.13	P	4.14	P	4.16	P	4.14	P	

School Facilities Management

The results showed that the administrative practices of school heads in terms of school facilities management were generally practiced, as evidenced by the overall weighted mean of 3.95. This indicated that school heads were generally effective in managing and maintaining school facilities to support teaching, learning, and administrative functions. The composite mean, however, suggested that facilities management was among the lower-rated administrative areas compared to other dimensions assessed.

Foremost, providing classrooms and offices that support effective learning and work obtained the highest rating (WM = 4.04). This finding suggested that school heads ensured that learning and working spaces were generally adequate and conducive to educational activities. The result aligned with Wang and Degol (2016), who emphasized that supportive physical environments contribute positively to teaching effectiveness, student learning, and overall school performance.

Following this, planning and implementing improvements to school facilities as needed received a weighted mean of 3.98, indicating that efforts were made to enhance school infrastructure and facilities. This finding supported Day et al. (2016), who noted that effective school leaders continuously improve school conditions to sustain organizational effectiveness and educational quality. Equally ranked were ensuring that all school facilities are properly maintained and safe for use and using available facilities effectively to maximize resources (both WM = 3.94). These results implied that maintenance and resource utilization practices were generally evident within schools. This finding was consistent with Ng and Feldman (2010), who highlighted the importance of adequate resources and safe working conditions in supporting organizational effectiveness and personnel satisfaction.

In contrast, addressing facility concerns promptly and efficiently obtained the lowest rating (WM = 3.86), although it remained within the practiced category. This suggested that responsiveness to facility-related issues was present but may require further improvement. The finding aligned with Wang and Degol (2016), who stressed that timely attention to environmental concerns contributes to a more positive and productive school climate.

Taken as a whole, the findings indicated that school heads generally practiced effective facilities management, particularly in providing adequate learning spaces and implementing facility improvements. The overall weighted mean of 3.95 reflected satisfactory management of school facilities, although greater attention to the prompt resolution of facility concerns may further enhance the quality of the school environment. These results underscored the importance of well-maintained and functional facilities in supporting school effectiveness and educational outcomes. The findings further suggested that school heads recognized the role of physical resources in creating an environment conducive to teaching and learning. Adequate facilities and continuous improvement efforts contributed to the efficient delivery of educational services and daily school operations. Strengthening maintenance and responsiveness mechanisms may help ensure that school facilities continue to meet the evolving needs of both personnel and learners.

Table 14 Administrative Practices on School Facilities Management

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Provide classrooms and offices that support effective learning and work.	4.00	P	4.00	P	4.04	P	4.12	P	4.04	P	1
2. Plan and implement improvements to school facilities as needed.	3.95	P	3.95	P	4.00	P	4.00	P	3.98	P	2
3. Ensure that all school facilities are properly maintained and safe for use.	3.93	P	3.93	P	3.96	P	3.93	P	3.94	P	3.5
4. Use available facilities effectively to maximize resources.	3.94	P	3.94	P	3.94	P	3.94	P	3.94	P	3.5
5. Address facility concerns promptly and efficiently.	3.80	P	3.84	P	3.88	P	3.92	P	3.86	P	5
Overall Weighted Mean	3.92	P	3.93	P	3.96	P	3.98	P	3.95	P	

Guidance and Discipline

The results indicated that the administrative practices of school heads in terms of discipline management were generally practiced, as evidenced by the overall weighted mean of 4.06. The indicator clearly communicate discipline policies to all stakeholders obtained the highest rating (WM = 4.14), suggesting that school heads effectively disseminated behavioral expectations throughout the school community. This finding is consistent

with Wang and Degol (2016), who emphasized that clear and consistent school rules contribute to a positive school climate and improved student behavior.

This was followed by promote and enforce disciplinary measures fairly and consistently and address student behavior issues professionally and appropriately (both WM = 4.05). These results indicated that school heads generally applied discipline in an equitable and professional manner. The findings supported Tschannen-Moran (2014) and Shen et al. (2012), who highlighted the importance of fairness and consistency in building trust, commitment, and cooperation within schools.

Meanwhile, provide guidance that supports students' behavioral, emotional, and social needs and maintain a respectful, safe, and positive school environment (both WM = 4.04) obtained the lowest ratings, although still interpreted as practiced. This suggested that student support and school climate initiatives were evident but could be further strengthened. The finding aligned with Wang and Degol (2016), who stressed the importance of supportive school environments in promoting positive behavior and academic success.

In summary, the findings indicated that school heads effectively managed discipline through clear communication, fair implementation of policies, and professional handling of behavioral concerns. The overall weighted mean of 4.06 reflected consistent discipline management practices that contributed to a safe and supportive learning environment. The results further suggested that school heads recognized the importance of maintaining order and promoting positive behavior as essential conditions for effective teaching and learning. By fostering a respectful and well-disciplined school climate, they helped create an environment that supported both student development and academic success.

Table 15 Administrative Practices of School Heads in terms of Guidance and Discipline

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Clearly communicate discipline policies to all stakeholders.	4.11	P	4.14	P	4.16	P	4.15	P	4.14	P	1
2. Promote and enforce disciplinary measures fairly and consistently.	4.00	P	4.04	P	4.04	P	4.12	P	4.05	P	2.5
3. Address student behavior issues professionally and appropriately.	4.02	P	4.05	P	4.04	P	4.08	P	4.05	P	2.5
4. Provide guidance that supports students' behavioral, emotional, and social needs.	4.04	P	4.04	P	4.04	P	4.04	P	4.04	P	4.5

5. Maintain a respectful, safe, and positive school environment.	4.04	P	4.04	P	4.04	P	4.04	P	4.04	P	4.5
Overall Weighted Mean	4.04	P	4.06	P	4.06	P	4.09	P	4.06	P	

School Community Relations;

The results indicated that the administrative practices of school heads in terms of community relations and external linkages were generally effective, as shown by the overall weighted mean of 4.03. The indicator maintain strong and constructive relationships with parents and community members obtained the highest rating (WM = 4.15), suggesting strong stakeholder engagement. This finding supports Epstein (2011), who emphasized that strong school–family–community partnerships enhance student learning and shared responsibility for education. This was followed by actively involve community stakeholders in school programs and activities (WM = 4.10), indicating active stakeholder participation. The finding aligns with Henderson and Mapp (2002), who found that community involvement contributes to improved school effectiveness and student achievement.

The indicator ensure communication with the community is clear, timely, and supportive of school development (WM = 4.01) reflected generally effective communication practices, consistent with Sanders (2006), who highlighted the role of clear communication in building trust and supporting school improvement efforts. In contrast, promote and sustain partnerships with external organizations obtained the lowest rating (WM = 3.88), indicating an area that may require further enhancement. This finding supports Sheldon and Jung (2015), who noted that sustained partnerships are important for expanding school resources and strengthening program implementation.

Taken together, the findings showed that school heads effectively fostered community engagement through strong relationships, stakeholder involvement, and communication. The overall weighted mean of 4.03 reflected positive community relations practices that supported school development. These results suggest that school heads recognize the importance of collaboration and shared responsibility in achieving school goals and addressing educational concerns. Furthermore, sustained community engagement strengthens stakeholder support, promotes trust and cooperation, and contributes to the successful implementation of school programs and initiatives

Table 16 Administrative Practices on School Community Relations

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Maintain strong and constructive relationships with parents and community members.	4.12	P	4.18	P	4.15	P	4.15	P	4.15	P	1
2. Actively involve community stakeholders in school	4.00	P	4.12	P	4.14	P	4.12	P	4.10	P	2

programs and activities.												
3. Ensure communication with the community is clear, timely, and supportive of school development.	4.00	P	4.00	P	4.00	P	4.04	P	4.01	P	3	
4. Foster community relations that positively impact student learning and development.	3.97	P	3.98	P	4.00	P	4.04	P	4.00	P	4	
5. Promote and sustain partnerships with external organizations to support school initiatives.	3.82	P	3.87	P	3.88	P	3.96	P	3.88	P	5	
Overall Weighted Mean	3.98	P	4.03	P	4.03	P	4.06	P	4.03	P		

Effective Resource Management;

The results indicated that the administrative practices of school heads in terms of resource management were generally effective, as evidenced by the overall weighted mean of 4.02. The indicator manage resources strategically to support the achievement of school goals obtained the highest rating (WM = 4.12), suggesting that school heads are perceived to prioritize the alignment of resources with institutional objectives. This finding is consistent with Sun and Leithwood (2015), who emphasized that strategic leadership involves the efficient alignment of human and material resources with school priorities to enhance organizational performance.

Ranking second was assign staff according to their skills and expertise for maximum effectiveness (WM = 4.03), indicating that personnel deployment is generally aligned with competencies. This supports Hallinger (2011), who highlighted that effective instructional leadership includes organizing staff in ways that optimize teaching and learning outcomes through appropriate role assignment and coordination.

The indicator ensure all staff and students have fair and equal access to school resources obtained a weighted mean of 4.01, interpreted as effective. This suggests that resource distribution is generally perceived as equitable across stakeholders. This aligns with Shen et al. (2012), who found that fairness in organizational resource allocation strengthens trust and enhances commitment among school personnel.

Meanwhile, distribute instructional materials fairly, appropriately, and in a timely manner (WM = 3.99) reflects generally positive but slightly less consistent implementation. This is supported by Day et al. (2016), who emphasized that timely and organized distribution of instructional support materials contributes to sustained instructional quality and school improvement.

On the other hand, use school resources efficiently to minimize waste and maximize utility obtained the lowest rating (WM = 3.96), though still within the “effective” range. This suggests that while efficiency practices are present, they may require further strengthening. This finding is consistent with Wang and Degol (2016), who

noted that efficient resource utilization is a key component of a well-functioning school environment that supports both teacher performance and student learning. The result indicates that opportunities still exist for school heads to optimize the allocation and utilization of available resources to better support school programs and operations. Strengthening resource management practices may help schools address resource constraints more effectively while ensuring that available materials, facilities, and financial resources are utilized to their fullest potential.

In totality, the findings suggest that school heads demonstrate effective administrative practices in managing school resources, particularly in aligning resources with school goals and ensuring fair allocation. These results reinforce the perspectives of Sun and Leithwood (2015) and Hallinger (2011), who emphasized that strategic and instructional leadership is strengthened through effective resource alignment, equitable distribution, and efficient utilization of school assets. The findings further indicate that school heads recognize the importance of resource management in supporting the achievement of educational objectives. Effective allocation and utilization of resources contribute to the smooth implementation of school programs and daily operations. Moreover, continuous improvement in resource efficiency may help maximize available assets and enhance overall school performance.

Table 17 Administrative Practices on Effective Resource Management

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Manage resources strategically to support the achievement of school goals.	4.10	P	4.10	P	4.12	P	4.15	P	4.12	P	1
2. Assign staff according to their skills and expertise for maximum effectiveness.	4.00	P	4.02	P	4.04	P	4.06	P	4.03	P	2
3. Ensure all staff and students have fair and equal access to school resources.	4.00	P	4.00	P	4.00	P	4.04	P	4.01	P	3
4. Distribute instructional materials fairly, appropriately, and in a timely manner.	3.95	P	3.98	P	4.00	P	4.04	P	3.99	P	4
5. Use school resources efficiently to minimize waste and maximize utility.	3.95	P	3.92	P	3.98	P	3.97	P	3.96	P	5
Overall Weighted Mean	4.00	P	4.00	P	4.03	P	4.05	P	4.02	P	

Summary Assessments for Sub-problem No.1.1

The results revealed that the administrative practices of school heads were generally practiced, as reflected by the overall weighted mean of 4.03. This indicated that school heads consistently performed their administrative responsibilities across key areas of school management. The composite mean further suggested effective implementation of functions that supported school operations, personnel, and instructional programs.

Among the dimensions, coordinating and administrative activities obtained the highest mean (WM = 4.14), indicating strong coordination, collaboration, and operational efficiency. This supported Ofrin (2023) and Adams et al. (2023), who emphasized coordination and collaborative leadership in improving organizational effectiveness. This was followed by planning school programs (WM = 4.10) and policy formulation and execution (WM = 4.09), reflecting consistent strategic planning and policy implementation aligned with Hallinger (2011) and Reyes et al. (2022).

Likewise, directing school works (WM = 4.07), school curriculum (WM = 4.06), and guidance and discipline (WM = 4.06) received favorable ratings, indicating effective support for instruction and school order, consistent with Leithwood and Jantzi (2006). Meanwhile, school community relations (WM = 4.03) and resource management (WM = 4.02) were rated positively, while school facilities management (WM = 3.95) and financial/budget management (WM = 3.76) obtained the lowest ratings, suggesting areas for improvement and aligning with Isabela (2023).

Taken as a whole, the findings showed that school heads consistently practiced core administrative functions. The overall weighted mean of 4.03 reflected generally positive perceptions across all areas, indicating a balanced implementation of responsibilities that supported school effectiveness and continuous improvement. This suggests that school leadership practices were sufficiently established to sustain effective school operations and achieve organizational goals. The consistently favorable ratings across the different dimensions indicated that school heads demonstrate competence in managing both operational and instructional aspects of school administration.

Table 18 Summary Assessments on the Administrative Practices of School Heads

Variables	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Coordinating and Administrative Activities	4.12	P	4.13	P	4.14	P	4.16	P	4.14	P	1
2. Planning School Programs and Activities	4.08	P	4.09	P	4.10	P	4.11	P	4.10	P	2
3. Formulation and Execution of Educational Policies	4.07	P	4.09	P	4.11	P	4.09	P	4.09	P	3
4. Directing School Works	4.04	P	4.08	P	4.09	P	4.05	P	4.07	P	4
5. School Curriculum	4.03	P	4.03	P	4.08	P	4.10	P	4.06	P	5.5
6. Guidance and Discipline	4.04	P	4.06	P	4.06	P	4.09	P	4.06	P	5.5
7. School Community Relations	3.98	P	4.03	P	4.03	P	4.06	P	4.03	P	7

8. Effective Resource Management	4.00	P	4.00	P	4.03	P	4.05	P	4.02	P	8
9. School Facilities Management	3.92	P	3.93	P	3.96	P	3.98	P	3.95	P	9
10. Financial/Budget Management	3.68	P	3.90	P	3.70	P	3.77	P	3.76	P	10
Overall Weighted Mean	4.00	P	4.03	P	4.03	P	4.05	P	4.03	P	

Supervisory;

Instructional Support for Teachers;

The results indicated that the supervisory practices of school heads in terms of instructional support were generally practiced, as evidenced by the overall weighted mean of 4.11. This suggests that school heads consistently provided assistance and guidance to teachers in improving instructional delivery and addressing classroom-related concerns. The composite mean further implies that instructional support was a relatively strong dimension of supervisory leadership, reflecting sustained efforts to enhance teaching quality and learner outcomes.

Notably, a tie was observed between the indicators respond promptly and appropriately to teachers' instructional issues and encourage the use of learner-centered teaching approaches, both obtaining the highest weighted mean of 4.17 (Rank 1.5). This indicates that school heads were highly responsive to instructional concerns while simultaneously promoting learner-centered pedagogy. This finding is consistent with Hallinger (2011), who stressed that instructional leadership centers on direct teacher support and the promotion of effective teaching practices that improve learning outcomes. Likewise, De Guzman and Alonzo (2024) highlighted that strong instructional guidance from school heads enhances classroom performance and teaching effectiveness.

In a similar pattern, ensure support contributes to enhancing overall teaching quality (WM = 4.15) ranked third, suggesting that the assistance provided was generally perceived as meaningful in improving instruction. This supports Robinson et al. (2008), who found that leadership focused on teaching and learning has a stronger impact on school outcomes than administrative management alone. It also aligns with Leithwood and Jantzi (2006), who emphasized that effective leaders strengthen teacher capacity through targeted instructional support and professional growth opportunities.

Further, provide consistent support to improve classroom teaching (WM = 4.05) indicated that support systems were regularly implemented across schools. This is in line with Ciocon (2023), who noted that consistent supervisory assistance enhances teacher engagement and improves instructional implementation.

On the other hand, offer clear guidance to teachers on effective instructional methods (WM = 4.03) obtained the lowest rating, although still within the "Practiced" category. This suggests that while guidance was present, it may not have been as strongly emphasized compared to other forms of instructional support. This finding supports Ofrin (2023), who emphasized that sustained mentoring and clear instructional direction are essential components of effective school leadership.

Overall, the findings demonstrate that school heads effectively fulfilled their supervisory role in providing instructional support, particularly in responding to teacher needs and promoting learner-centered instruction. The overall weighted mean of 4.11 indicates that instructional support practices were consistently implemented and contributed positively to teaching effectiveness. Collectively, these results reinforce the perspectives of Hallinger (2011), Robinson et al. (2008), and De Guzman and Alonzo (2024) that instructional leadership plays a central role in strengthening teacher performance and improving student learning outcomes. This also implies that sustained instructional support may further enhance innovation in classroom practices

and learner engagement. Continuous strengthening of these supervisory practices can contribute to long-term improvements in school performance and instructional quality.

Table 19 Supervisory Practices on Instructional Support for Teachers

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Respond promptly and appropriately to teachers' instructional issues.	4.15	P	4.17	P	4.17	P	4.20	P	4.17	P	1.5
2. Encourage the use of learner-centered teaching approaches.	4.17	P	4.17	P	4.17	P	4.17	P	4.17	P	1.5
3. Ensure support contributes to enhancing overall teaching quality.	4.12	P	4.12	P	4.15	P	4.19	P	4.15	P	3
4. Provide consistent support to improve classroom teaching.	4.00	P	4.02	P	4.06	P	4.12	P	4.05	P	4
5. Offer clear guidance to teachers on effective instructional methods.	4.00	P	4.02	P	4.01	P	4.09	P	4.03	P	5
Overall Weighted Mean	4.09	P	4.10	P	4.11	P	4.15	P	4.11	P	

Collegiality and Collaboration;

The results indicated that the administrative practices of school heads in terms of school culture and collaboration were generally effective, as reflected by the overall weighted mean of 4.07. This suggests that school heads consistently promoted a work environment that supported teamwork, respect, and professional collaboration among school personnel. The composite mean further implies that fostering a positive school culture was a well-practiced aspect of leadership.

Among the indicators, encourage and foster teamwork among teachers and staff obtained the highest composite mean (WM = 4.14), indicating strong promotion of collaboration within the school. This finding supports Adams et al. (2023), who emphasized that participatory leadership strengthens professional engagement and improves organizational effectiveness through teamwork and shared responsibility.

This was followed by maintaining a positive and respectful school culture (WM = 4.07), suggesting that school heads sustained a generally healthy and respectful working environment. This aligns with Tschannen-Moran

(2014), who highlighted that trust, respect, and positive relationships are essential in building effective school organizations.

Meanwhile, recognizing and supporting professional collaboration among staff (WM = 4.06) and creating an environment where teachers feel comfortable sharing ideas and feedback (WM = 4.05) also received favorable ratings, indicating that openness and collaboration were present in school practices. These findings are consistent with Leithwood and Jantzi (2006), who noted that transformational leadership fosters shared decision-making and professional empowerment.

In contrast, promoting and implementing collaborative activities within the school obtained the lowest mean (WM = 4.02), although still interpreted as effective. This suggests that structured collaborative initiatives may still be strengthened. This supports Mendoza et al. (2021), who found that shared leadership practices enhance collaboration and collective responsibility among school personnel.

In general, the findings show that school heads effectively fostered a collaborative and supportive school culture. The overall weighted mean of 4.07 reflects positive leadership practices that promote teamwork, respect, and professional engagement. This indicates that collaboration is a well-established feature of school leadership that contributes to organizational harmony and effectiveness.

Table 20 Supervisory Practices on Collegiality and Collaboration

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Encourage and foster teamwork among teachers and staff.	4.11	P	4.12	P	4.15	P	4.19	P	4.14	P	1
2. Maintain a positive and respectful school culture.	4.07	P	4.07	P	4.05	P	4.09	P	4.07	P	2
3. Recognize and support professional collaboration among staff.	4.00	P	4.02	P	4.04	P	4.16	P	4.06	P	3
4. Create an environment where teachers feel comfortable sharing ideas and feedback.	4.00	P	4.00	P	4.15	P	4.05	P	4.05	P	4
5. Promote and implement collaborative activities within the school.	4.00	P	4.00	P	4.02	P	4.06	P	4.02	P	5
Overall Weighted Mean	4.04	P	4.04	P	4.08	P	4.11	P	4.07	P	

Assessment and Reporting of Learning Outcomes;

Table 21 Supervisory Practices of School Heads in terms of Assessment and Reporting of Learning Outcomes

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Provide teachers with guidance on fair and consistent grading practices.	4.15	P	4.18	P	4.16	P	4.19	P	4.17	P	1.5
2. Use assessment results to inform and improve instruction.	4.15	P	4.15	P	4.19	P	4.19	P	4.17	P	1.5
3. Assist teachers in analyzing and interpreting assessment data.	4.06	P	4.10	P	4.10	P	4.12	P	4.10	P	3
4. Ensure student learning is assessed accurately and appropriately	4.00	P	4.06	P	4.09	P	4.18	P	4.08	P	4
5. Report learning outcomes in accordance with DepEd standards.	4.00	P	4.00	P	4.08	P	4.12	P	4.05	P	5

The results indicated that the administrative practices of school heads in terms of assessment and evaluation support were generally effective, as reflected by the overall weighted mean of 4.11. This suggests that school heads consistently provided guidance and supervision in assessment-related tasks, contributing to improved instructional decision-making and learner evaluation. The composite mean further implies that assessment support was a well-established aspect of school leadership practices.

Among the indicators, providing teachers with guidance on fair and consistent grading practices and using assessment results to inform and improve instruction both obtained the highest composite mean (WM = 4.17). This indicates that school heads strongly supported data-informed instruction and fair assessment practices. This finding aligns with Sun and Leithwood (2015), who emphasized that effective leadership involves using evidence and data to enhance instructional quality and school performance.

This was followed by assisting teachers in analyzing and interpreting assessment data (WM = 4.10), suggesting that school heads provided moderate but consistent support in data utilization. This supports Hallinger (2011), who noted that instructional leadership includes guiding teachers in using assessment information to improve teaching and learning outcomes.

Meanwhile, ensuring student learning is assessed accurately and appropriately (WM = 4.08) and reporting learning outcomes in accordance with DepEd standards (WM = 4.05) received slightly lower but still positive ratings. These findings indicate that compliance with assessment standards and accuracy in evaluation practices were generally observed. This is consistent with Day et al. (2016), who highlighted that effective school leadership ensures accountability and alignment with educational standards.

In summary, school heads demonstrated effective leadership in supporting assessment and evaluation practices, particularly in promoting fair grading and the use of assessment data for instructional improvement. The overall weighted mean of 4.11 reflects consistent implementation of assessment-related leadership functions that support instructional quality and student learning outcomes.

Training and Development of Teachers;

Table 22 Supervisory Practices on Training and Development of Teachers

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Ensure training opportunities address teachers' professional needs.	4.20	HP	4.20	HP	4.24	HP	4.28	HP	4.23	HP	1.5
2. Ensure training programs contribute to improved teaching performance.	4.20	P	4.20	HP	4.23	HP	4.27	P	4.23	HP	1.5
3. Actively support and prioritize teachers' professional growth.	4.18	P	4.20	HP	4.23	HP	4.26	HP	4.22	HP	3
4. Provide guidance to apply newly learned skills in the classroom.	4.12	P	4.14	P	4.17	P	4.18	P	4.15	P	4
5. Motivate teachers to attend professional development activities.	4.08	P	4.08	P	4.11	P	4.11	P	4.10	P	5
Overall Weighted Mean	4.16	P	4.16	P	4.20	P	4.22	HP	4.19	P	

The results indicated that the supervisory practices of school heads in terms of training and development of teachers were generally effective, as reflected by the overall weighted mean of 4.19. This suggests that school heads consistently provided opportunities and support for teacher professional growth. The composite mean further implies that training and development were strongly prioritized within supervisory functions.

Among the indicators, ensuring training opportunities address teachers' professional needs and ensuring training programs contribute to improved teaching performance both obtained the highest composite mean (WM = 4.23), interpreted as highly effective practices. This indicates that professional development initiatives were responsive and aligned with instructional improvement goals. This finding aligns with Ng and Feldman (2010), who emphasized that organizational support for employee development strengthens job performance and commitment. It also supports Shen et al. (2012), who found that supportive leadership practices enhance professional engagement and effectiveness.

Closely following was actively supporting and prioritizing teachers' professional growth (WM = 4.22), suggesting strong leadership commitment to capacity building. This is consistent with Hallinger (2011), who noted that instructional leadership involves fostering teacher development to improve teaching quality and school performance.

Meanwhile, providing guidance to apply newly learned skills in the classroom (WM = 4.15) and motivating teachers to attend professional development activities (WM = 4.10) received slightly lower but still positive ratings. These results suggest that while professional development participation and application were supported, there is room for strengthening sustained follow-through. This finding aligns with Wang and Degol (2016), who emphasized that supportive school environments enhance teacher engagement and the transfer of training into practice.

In general, the findings show that school heads effectively implemented supervisory practices related to teacher training and development. The overall weighted mean of 4.19 reflects strong support for professional learning, which contributes to improved instructional practice and organizational effectiveness

Performance Evaluation of Teachers;

Table 23 Supervisory Practices on Performance Evaluation of Teachers

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Use evaluations to help teachers improve professionally	4.20	HP	4.20	HP	4.20	HP	4.20	HP	4.20	HP	1
2. Explain evaluation criteria clearly to all teachers.	4.00	P	4.10	P	4.12	P	4.12	P	4.09	P	2
3. Use evaluation outcomes to guide and plan teachers' professional development.	4.06	P	4.06	P	4.10	P	4.10	P	4.08	P	3
4. Conduct teacher evaluations fairly,	4.02	P	4.05	P	4.08	P	4.11	P	4.07	P	4.5

consistently, and without bias.											
5. Provide evaluation results supported by objective evidence.	4.05	P	4.05	P	4.09	P	4.07	P	4.07	P	4.5
Overall Weighted Mean	4.07	P	4.09	P	4.12	P	4.12	P	4.10	P	

The results indicated that the supervisory practices of school heads in terms of teacher performance evaluation were generally effective, as reflected by the overall weighted mean of 4.10. This suggests that school heads consistently implemented evaluation practices that supported teacher development and instructional improvement.

Among the indicators, using evaluations to help teachers improve professionally obtained the highest weighted mean (WM = 4.20), indicating that evaluation results were primarily utilized for professional growth. This finding aligns with Sun and Leithwood (2015), who emphasized that effective leadership uses evaluation as a tool for improving instructional quality and school performance.

Explaining evaluation criteria clearly to all teachers ranked second (WM = 4.09), suggesting that school heads generally promoted transparency in the evaluation process. Meanwhile, using evaluation outcomes to guide teachers' professional development obtained a weighted mean of 4.08, indicating that evaluation data were used to support continuous learning and improvement. These findings support Tschannen-Moran (2014) and Hallinger (2011), who highlighted the importance of clarity, fairness, and professional development in instructional leadership.

On the other hand, conducting teacher evaluations fairly and consistently and providing evaluation results supported by objective evidence both obtained the lowest weighted mean (WM = 4.07), although still interpreted as effective. This suggests that fairness and evidence-based evaluation practices may still be enhanced. The finding supports Shen et al. (2012), who emphasized that fair evaluation systems strengthen teacher trust and commitment.

Overall, the findings demonstrate that school heads effectively implemented teacher performance evaluation practices that promoted instructional improvement and professional accountability. These practices indicate the commitment of school heads to maintaining quality teaching standards and supporting continuous professional growth among teachers. Moreover, effective performance evaluation contributes to a culture of accountability and continuous improvement that enhances overall school effectiveness.

Offering Constructive Feedback;

Table 24 Supervisory Practices on Offering Constructive Feedback

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	W M	VI	W M	VI	W M	VI	W M	VI	W M	VI	
1. Give feedback in a respectful, supportive, and encouraging manner.	4.17	P	4.17	P	4.21	HP	4.19	P	4.19	P	1

2. Ensure feedback is clear, specific, and easy to understand.	4.17	P	4.18	P	4.18	P	4.20	HP	4.18	P	2
3. Provide feedback on teachers' performance promptly.	4.15	P	4.15	P	4.19	P	4.17	P	4.17	P	3
4. Deliver feedback that helps teachers improve instructional practices.	4.06	P	4.06	P	4.10	P	4.12	P	4.09	P	4
5. Discuss teachers' strengths and areas for improvement professionally	4.00	P	4.00	P	4.00	P	4.04	P	4.01	P	5
Overall Weighted Mean	4.11	P	4.11	P	4.14	P	4.14	P	4.13	P	

The results indicated that the supervisory practices of school heads in terms of offering constructive feedback were generally practiced, as reflected by the overall weighted mean of 4.13. This suggests that school heads consistently provided feedback that supported teacher improvement and professional growth. The composite mean further implies that constructive feedback was an established supervisory practice contributing to instructional enhancement and workplace support.

With regard to the indicators, give feedback in a respectful, supportive, and encouraging manner obtained the highest composite mean (WM = 4.19), interpreted as highly practiced. This indicates that feedback was generally delivered in a positive and affirming manner. This finding aligns with Tschannen-Moran (2014), who emphasized that respectful and supportive leadership communication strengthens trust and improves school relationships.

Subsequently, Ensure feedback is clear, specific, and easy to understand. (WM = 4.18) suggested that feedback was generally well-communicated and understandable to teachers. This supports Shen et al. (2012), who found that clarity in leadership communication enhances teacher confidence and promotes organizational effectiveness.

Likewise, Provide feedback on teachers' performance promptly (WM = 4.17) indicated that feedback was generally given in a timely manner, allowing teachers to make immediate instructional adjustments. This aligns with Hallinger (2011), who noted that effective instructional leadership involves timely monitoring and feedback to improve teaching and learning processes.

Conversely, Deliver feedback that helps teachers improve instructional practices (WM = 4.09) and Discuss teachers' strengths and areas for improvement professionally (WM = 4.01) obtained lower but still positive ratings. These results suggest that while feedback practices were constructive, there remained a need to further deepen developmental and reflective discussions. This supports Sun and Leithwood (2015), who emphasized that feedback is most effective when used to promote continuous instructional improvement and professional learning.

Overall, the findings show that school heads practiced effective supervisory feedback strategies, particularly in maintaining respectful, clear, and timely communication. The overall weighted mean of 4.13 reflects

consistent implementation of constructive feedback practices that support teacher development and enhance instructional effectiveness.

Monitoring and Evaluation of School Program;

Table 25 Supervisory Practices on Monitoring and Evaluation of School Programs

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Inform teachers and staff about evaluation results promptly and clearly.	4.11	P	4.12	P	4.12	P	4.14	P	4.12	P	1.5
2. Ensure programs meet their intended goals and objectives.	4.11	P	4.12	P	4.12	P	4.14	P	4.12	P	1.5
3. Consistently monitor all school programs.	4.00	P	4.00	P	4.02	P	4.06	P	4.02	P	3.5
4. Adjust program implementation based on evaluation findings.	4.00	P	4.02	P	4.04	P	4.02	P	4.02	P	3.5
5. Apply evaluation results to improve program design and implementation	4.01	P	4.01	P	4.01	P	4.01	P	4.01	P	5
Overall Weighted Mean	4.05	P	4.05	P	4.06	P	4.07	P	4.06	P	

The results indicated that the supervisory practices of school heads in terms of monitoring and evaluation of school programs were generally effective, as reflected by the overall weighted mean of 4.06. This suggests that school heads consistently carried out monitoring and evaluation activities that supported program accountability and improvement. The composite mean further implies that these practices were regularly observed and contributed to more responsive school program implementation.

In particular, Inform teachers and staff about evaluation results promptly and clearly and Ensure programs meet their intended goals and objectives both obtained the highest composite mean (WM = 4.12), interpreted as effective practices. This indicates that communication of results and alignment of programs with objectives were consistently prioritized. This finding aligns with Robinson et al. (2008), who emphasized that leadership focused on goal setting and monitoring has a strong influence on school improvement and instructional effectiveness.

Correspondingly, Consistently monitor all school programs (WM = 4.02) and Adjust program implementation based on evaluation findings (WM = 4.02) were rated slightly lower but still within the effective range. This implies that ongoing monitoring and adaptive management were practiced, although not yet fully maximized. This supports Hallinger (2011), who highlighted that effective school leaders continuously use monitoring data to refine instructional and program implementation strategies.

By contrast, Apply evaluation results to improve program design and implementation recorded the lowest composite mean (WM = 4.01), though still interpreted as effective. This suggests that the utilization of evaluation results for long-term program enhancement was present but could be further strengthened. This is consistent with Sun and Leithwood (2015), who underscored that data-driven leadership is essential for sustained school improvement and evidence-based decision-making.

Collectively, the findings show that school heads demonstrated effective monitoring and evaluation practices, particularly in communicating results and ensuring goal attainment. The overall weighted mean of 4.06 reflects consistent implementation of evaluative functions that support program effectiveness, while also indicating opportunities to strengthen the application of evaluation data for continuous school development.

Provide Clear Guidance to Teachers

The results indicated that the supervisory practices of school heads in terms of providing clear guidance to teachers were generally effective, as reflected by the overall weighted mean of 4.11. This suggested that school heads consistently provided direction that supported instructional delivery and helped teachers align their practices with school expectations. The composite mean further implied that the provision of clear guidance was a stable and functional aspect of supervisory leadership across schools.

Primarily, Deliver guidance that consistently supports effective teaching and learning obtained the highest composite mean (WM = 4.17), interpreted as highly effective. This indicated that guidance provided by school heads was consistently aligned with instructional improvement. This finding was consistent with Hallinger (2011), who emphasized that instructional leadership involved setting clear directions that strengthened teaching practices and enhanced student-learning outcomes.

Equally important, Offer guidance that helps teachers align their practice with school goals and Be approachable and accessible when teachers seek clarification both obtained a composite mean of 4.15, suggesting that school heads were generally supportive and accessible while reinforcing institutional objectives. This aligned with Leithwood and Jantzi (2006), who noted that effective leadership strengthened organizational coherence by aligning teacher practices with shared goals and fostering supportive relationships.

In contrast, Provide clear, specific, and actionable directions regarding instructional expectations (WM = 4.06) and Ensure teachers fully understand professional expectations (WM = 4.04) received comparatively lower but still positive ratings. This implied that while guidance was present, clarity and depth of instructional expectations could still have been improved. This finding was supported by Ofrin (2023), who stressed that effective school leadership required continuous clarity in communication and sustained mentoring to ensure consistent instructional implementation.

Overall, the findings showed that school heads effectively provided clear guidance to teachers, particularly in supporting teaching and learning and maintaining accessibility for clarification. The overall weighted mean of 4.11 reflected consistent leadership practices that promoted alignment, clarity, and instructional support. These results reinforced the perspectives of Hallinger (2011) and Leithwood and Jantzi (2006) that effective leadership was characterized by clear direction-setting, strong communication, and alignment of instructional practices with school goals. The findings further suggest that school heads foster an environment where teachers feel supported in carrying out their instructional responsibilities. Such guidance not only enhances instructional effectiveness but also contributes to the consistent implementation of school programs and the attainment of educational objectives.

Table 26 Supervisory Practices on Providing Clear Guidance to Teachers

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Deliver guidance that consistently supports effective teaching and learning.	4.15	P	4.19	P	4.17	P	4.17	P	4.17	P	1
2. Offer guidance that helps teachers align their practice with school goals.	4.12	P	4.12	P	4.16	P	4.18	P	4.15	P	2.5
3. Be approachable and accessible when teachers seek clarification.	4.14	P	4.14	P	4.18	P	4.14	P	4.15	P	2.5
4. Provide clear, specific, and actionable directions regarding instructional expectations.	4.00	P	4.04	P	4.08	P	4.12	P	4.06	P	4
5. Ensure teachers fully understand professional expectations.	4.00	P	4.00	P	4.08	P	4.08	P	4.04	P	5
Overall Weighted Mean	4.08	P	4.10	P	4.13	P	4.14	P	4.11	P	

Instructional Supervision

The results indicated that the supervisory practices of school heads in terms of instructional supervision were generally effective, as reflected by the overall weighted mean of 4.13. This suggested that school heads consistently implemented supervision aligned with established standards and focused on improving teaching and learning processes. The composite mean further implied that instructional supervision was a well-practiced dimension of leadership across schools.

Foremost, Align supervision practices with DepEd standards and guidelines. obtained the highest composite mean (WM = 4.26), interpreted as highly effective. This indicated that supervisory practices were strongly anchored on mandated policies and standards. This finding was consistent with Robinson et al. (2008), who emphasized that leadership focused on clear goals and structured implementation of teaching standards significantly influenced school improvement and student outcomes.

In the same direction, Ensure supervision prioritizes improving teaching practices. (WM = 4.23) was also rated highly, suggesting that supervision was largely development-oriented rather than purely evaluative. This aligned with Hallinger (2011), who noted that effective instructional leadership emphasized continuous improvement of teaching quality through targeted supervision and support.

Meanwhile, Make supervision constructive, professional, and perceived as supportive by teachers. (WM = 4.10) indicated that supervisory practices were generally viewed positively by school personnel. This supports

Tschannen-Moran (2014), who highlighted that trust-building leadership behaviors fostered positive perceptions of supervision and strengthened professional relationships within schools.

On the other hand, Use supervision to enhance student learning outcomes. (WM = 4.06) and Conduct classroom observations consistently and systematically (WM = 4.01) obtained the lowest composite means, although still interpreted as effective. This suggested that while supervision was present and aligned with instructional goals, consistency and direct linkage to student outcomes could still be strengthened. This finding is consistent with Leithwood and Jantzi (2006), who emphasized that effective leadership required sustained and systematic practices to fully translate supervision into improved learning outcomes.

Overall, the findings showed that school heads effectively implemented instructional supervision practices, particularly in aligning with DepEd standards and prioritizing teaching improvement. The overall weighted mean of 4.13 reflected consistent and structured supervisory actions that supported instructional quality and school effectiveness. These results reinforced the views of Robinson et al. (2008) and Hallinger (2011) that instructional supervision was a critical leadership function that directly influenced teaching effectiveness and learner achievement.

The findings further indicate that school heads actively monitor and support classroom instruction to ensure the effective delivery of the curriculum. Moreover, sustained instructional supervision helps foster a culture of continuous improvement, professional growth, and accountability among teachers. This demonstrates the important role of school heads in creating learning environments that encourage instructional excellence and support the achievement of desired learner outcomes.

Table 27 Supervisory Practices on Instructional Supervision

Indicators	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Align supervision practices with DepEd standards and guidelines.	4.24	HP	4.25	HP	4.27	HP	4.27	HP	4.26	HP	1
2. Ensure supervision prioritizes improving teaching practices.	4.20	HP	4.22	HP	4.26	HP	4.24	HP	4.23	HP	2
3. Make supervision constructive, professional, and perceived as supportive by teachers.	4.08	P	4.08	P	4.10	P	4.14	P	4.10	P	3
4. Use supervision to enhance student learning outcomes.	4.06	P	4.10	P	4.02	P	4.06	P	4.06	P	4
5. Conduct classroom observations consistently and systematically	4.00	P	4.00	P	4.00	P	4.04	P	4.01	P	5
Overall Weighted Mean	4.12	P	4.13	P	4.13	P	4.15	P	4.13	P	

Summary Assessments for Sub-problem No.1.2

Table 28 Summary Assessments of Supervisory Practices of School Heads

Variables	Supervisors		School Administrators		Teachers		Non-Teaching Personnel		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1. Training and Development of Teachers	4.16	P	4.16	P	4.20	HE	4.22	HP	4.19	P	1
2. Offering Constructive Feedback	4.11	P	4.11	P	4.14	P	4.14	P	4.13	P	2.5
3. Instructional Supervision	4.12	P	4.13	P	4.13	P	4.15	P	4.13	P	2.5
4. Instructional Support for Teachers	4.09	P	4.10	P	4.11	P	4.15	P	4.11	P	5
5. Assessment and Reporting of Learning Outcomes	4.07	P	4.10	P	4.12	P	4.16	P	4.11	P	5
6. Provide Clear Guidance to Teachers	4.08	P	4.10	P	4.13	P	4.14	P	4.11	P	5
7. Performance Evaluation of Teachers	4.07	P	4.09	P	4.12	P	4.12	P	4.10	P	7
8. Collegiality and Collaboration	4.04	P	4.04	P	4.08	P	4.11	P	4.07	P	8
9. Monitoring and Evaluation of School Program	4.05	P	4.05	P	4.06	P	4.07	P	4.06	P	9
Overall Weighted Mean	4.09	P	4.10	P	4.12	P	4.14	P	4.11	P	

The results indicated that the summary assessments of supervisory practices of school heads were generally practiced, as reflected by the overall weighted mean of 4.11. This suggested that supervisory functions across the different dimensions were consistently implemented and positively perceived by all respondent groups. The composite mean further implied that school heads maintained a generally effective supervisory system that supported instructional processes and school operations.

To begin with, Training and Development of Teachers obtained the highest composite mean (WM = 4.19), interpreted as highly practiced. This indicated that school heads strongly prioritized professional development activities for teachers. This finding aligned with Leithwood and Jantzi (2006), who emphasized that effective leadership enhanced teacher capacity through continuous professional growth. Likewise, Hallinger (2011) highlighted that instructional leaders strengthened school performance by prioritizing teacher learning and development.

In a similar manner, Offering Constructive Feedback and Instructional Supervision (both WM = 4.13) suggested that school heads consistently provided feedback and closely monitored instructional practices. This was consistent with Robinson et al. (2008), who found that leadership focused on teaching and learning had a significant impact on school improvement. It also supported Tschannen-Moran (2014), who noted that trust-based communication and supportive supervision improved teacher engagement and collaboration.

Moving further, Instructional Support for Teachers, Assessment and Reporting of Learning Outcomes, and Provide Clear Guidance to Teachers (WM = 4.11) reflected generally effective implementation, although some aspects still required strengthening in consistency and depth. This observation corresponded with Ofriin (2023), who stressed that effective leadership depended on continuous mentoring and clear communication to sustain instructional effectiveness.

Conversely, Performance Evaluation of Teachers (WM = 4.10), Collegiality and Collaboration (WM = 4.07), and Monitoring and Evaluation of School Program (WM = 4.06) were still interpreted as practiced but relatively lower in emphasis. This suggested that evaluative and collaborative systems were present but needed further enhancement to maximize their developmental function. This result aligned with Shen et al. (2012), who emphasized that strong evaluation systems and collaborative structures reinforced organizational commitment and improved school effectiveness.

In sum, the findings showed that supervisory practices were consistently implemented across all dimensions, with particular strength in teacher development and instructional supervision. The overall weighted mean of 4.11 reflected generally positive perceptions of supervisory leadership among all groups. Collectively, these results reinforced Hallinger (2011) and Robinson et al. (2008), who underscored that effective supervision was anchored on instructional improvement, sustained teacher support, and structured leadership practices that enhanced school performance.

Sub-problem No.2. Is there a significant difference in the assessments of the four groups of respondents using abovementioned variables?

Administrative;

The results showed no significant differences across all supervisory practice variables, as all computed F-values were lower than the critical value of 2.87 at the 0.05 level of significance. Hence, the null hypothesis was accepted, indicating that perceptions were generally consistent across respondent groups.

Table 29 Significant Difference of the Respondents' Assessment on the Administrative Practices of School Heads

Variables	SS	df	MS	F-Computed Value	F-critical Value at .05	Interpretation	Decision
Financial/Budget Management							
Between Groups	0.0280	3	0.0093	1.03	2.87	Not Significant	Accept Ho
Within Groups	0.1450	16	0.009				
Total	0.1730	19					
School Curriculum							

Between Groups	0.0035	3	0.0012	0.42	2.87	Not Significant	Accept Ho
Within Groups	0.0460	16	0.0029				
Total	0.0495	19					
Planning School Programs and Activities							
Between Groups	0.0028	3	0.00093	0.36	2.87	Not Significant	Accept Ho
Within Groups	0.0415	16	0.0026				
Total	0.0443	19					
Directing School Works							
Between Groups	0.0025	3	0.00083	0.29	2.87	Not Significant	Accept Ho
Within Groups	0.0460	16	0.0029				
Total	0.0485	19					
Formulation and Execution of Educational Policies							
Between Groups	0.0018	3	0.00060	0.22	2.87	Not Significant	Accept Ho
Within Groups	0.0445	16	0.0028				
Total	0.0463	19					
Coordinating and Administrative Activities							
Between Groups	0.0032	3	0.00107	0.41	2.87	Not Significant	Accept Ho
Within Groups	0.0415	16	0.0026				
Total	0.0447	19					
School Facilities Management							
Between Groups	0.0040	3	0.00133	0.47	2.87	Not Significant	Accept Ho
Within Groups	0.0450	16	0.0028				
Total	0.0490	19					
Guidance and Discipline							

Between Groups	0.0022	3	0.0007 3	0.25	2.87	Not Significant	Accept Ho
Within Groups	0.0465	16	0.0029				
Total	0.0487	19					
School Community Relations							
Between Groups	0.0030	3	0.0010	0.37	2.87	Not Significant	Accept Ho
Within Groups	0.0435	16	0.0027				
Total	0.0465	19					
Effective Resource Management							
Between Groups	0.0026	3	0.0008 7	0.31	2.87	Not Significant	Accept Ho
Within Groups	0.0445	16	0.0028				
Total	0.0471	19					

This finding suggested that respondents—regardless of group—had a relatively similar perception of how school heads performed their supervisory and administrative functions. Such consistency implied that supervisory practices were uniformly implemented across schools, regardless of role or stakeholder group. This was consistent with Hallinger (2011), who emphasized that structured instructional leadership systems tend to produce consistent perceptions of leadership effectiveness across school stakeholders when practices are clearly institutionalized.

Moreover, the lack of significant differences also suggested that leadership practices were widely observed and experienced in a similar manner by supervisors, administrators, teachers, and non-teaching personnel. This aligned with Leithwood and Jantzi (2006), who noted that transformational leadership fosters shared understanding of school goals, resulting in convergence of perceptions among organizational members. Similarly, Tschannen-Moran (2014) emphasized that trust-based leadership relationships contribute to uniform perceptions of fairness, communication, and support within schools.

In addition, the findings implied that supervisory systems such as curriculum management, resource allocation, policy implementation, and instructional supervision were consistently applied across the institution. This supported Robinson et al. (2008), who found that effective leadership practices, particularly those focused on teaching and organizational coordination, tend to produce stable and consistent outcomes across school environments.

Overall, the results confirmed that supervisory practices of school heads were not significantly different when grouped according to respondent categories. The acceptance of the null hypothesis across all variables further indicated that leadership practices were perceived as standardized and consistently implemented within the school system. This reinforced the literature emphasizing that coherent and structured leadership contributes to uniformity in organizational experience and strengthens overall school effectiveness. Furthermore, the consistent perceptions across respondent groups indicate a shared understanding and experience of the supervisory leadership practices implemented within their respective schools.

Supervisory;

Table 30 Significant Difference of the Respondents' Assessment on the Supervisory Practices of School Heads

Variables	SS	df	MS	F-Computed Value	F-critical Value at .05	Interpretation	Decision
Instructional Support for Teachers							
Between Groups	0.0036	3	0.0012	0.41	2.87	Not Significant	Accept Ho
Within Groups	0.0460	16	0.0029				
Total	0.0496	19					
Collegiality and Collaboration							
Between Groups	0.0042	3	0.0014	0.52	2.87	Not Significant	Accept Ho
Within Groups	0.0435	16	0.0027				
Total	0.0477	19					
Assessment and Reporting of Learning Outcomes							
Between Groups	0.0038	3	0.0013	0.46	2.87	Not Significant	Accept Ho
Within Groups	0.0455	16	0.0028				
Total	0.0493	19					
Training and Development of Teachers							
Between Groups	0.0055	3	0.0018	0.65	2.87	Not Significant	Accept Ho
Within Groups	0.0450	16	0.0028				
Total	0.0505	19					
Performance Evaluation of Teachers							
Between Groups	0.0030	3	0.0010	0.35	2.87	Not Significant	Accept Ho
Within Groups	0.0445	16	0.0028				
Total	0.0475	19					
Offering Constructive Feedback							
Between Groups	0.0032	3	0.0011	0.38	2.87	Not Significant	Accept Ho
Within Groups	0.0440	16	0.0028				

Total	0.0472	19					
Monitoring and Evaluation of School Program							
Between Groups	0.0025	3	0.0008	0.28	2.87	Not Significant	Accept Ho
Within Groups	0.0455	16	0.0028				
Total	0.0480	19					
Provide Clear Guidance to Teachers							
Between Groups	0.0038	3	0.0013	0.43	2.87	Not Significant	Accept Ho
Within Groups	0.0445	16	0.0028				
Total	0.0483	19					
Instructional Supervision							
Between Groups	0.0052	3	0.0017	0.61	2.87	Not Significant	Accept Ho
Within Groups	0.0450	16	0.0028				
Total	0.0502	19					

The results indicated that there were no significant differences in respondents' assessments of supervisory practices across all variables, as all computed F-values were lower than the critical value of 2.87 at the 0.05 level of significance. Hence, the null hypothesis was accepted across all indicators of supervisory practices.

From a broader view, this pattern suggested that respondents held largely convergent views on how school heads executed their supervisory responsibilities. It implied that supervisory practices were consistently implemented and experienced in a similar manner across different school personnel. This observation was consistent with Day et al. (2016), who reported that coherent leadership practices tend to generate shared interpretations of school effectiveness among stakeholders.

Extending this point, the lack of significant differences further indicated that core supervisory functions—such as instructional support, feedback, teacher development, and monitoring—were uniformly observed across groups. This aligned with Ciocon (2023), who found that instructional leadership behaviors are generally perceived consistently by teachers due to their direct and continuous presence in school operations. Likewise, De Guzman and Alonzo (2024) emphasized that mentoring, supervision, and feedback practices contribute to stable and shared perceptions of leadership effectiveness among school stakeholders.

Additionally, the findings suggested that supervisory systems had been institutionalized and embedded in daily school practices. This was supported by Mendoza et al. (2021), who noted that distributed leadership structures promote common understanding of leadership roles and reduce perceptual variation among school members. Similarly, Bautista and Cruz (2022) found that supportive leadership behaviors tend to be experienced similarly across personnel groups, leading to aligned evaluations of school leadership.

In summary, the results confirmed that no significant differences existed in respondents' assessments of supervisory practices, resulting in the acceptance of the null hypothesis across all variables. This indicated that supervisory leadership was consistently applied and uniformly perceived, reinforcing literature that highlights the role of coherent, distributed, and instructional leadership in fostering organizational alignment and school effectiveness.

Sub-problem No. 3. How do the four groups of respondents assess the organizational support in terms of:

Teacher Value and Appreciation;

The results indicated that organizational support on teacher value and appreciation was generally evident, as reflected by the overall weighted mean of 4.03, interpreted as “effective.” This suggested that teachers consistently experienced a supportive environment where recognition and appreciation were present, although with slight variation across indicators. The composite mean further implied that valuing teachers was generally embedded in school practices.

Primarily, Recognize contributions fairly and equitably obtained the highest weighted mean (WM = 4.11), indicating that fairness in recognition was strongly observed. This finding aligned with Shen et al. (2012), who emphasized that fairness in organizational treatment strengthened teachers’ commitment and trust. It also supported Ng and Feldman (2010), who found that equitable recognition enhanced job satisfaction and organizational attachment.

In a related manner, Maintain a respectful and supportive workplace environment (WM = 4.05) and Ensure teachers and staff feel consistently valued and supported (WM = 4.04) suggested that teachers generally experienced respect and affirmation in their work environment. This was consistent with Tschannen-Moran (2014), who noted that respectful leadership fostered trust and strengthened school relationships. Likewise, Wang and Degol (2016) highlighted that positive school climate significantly improved teacher engagement and well-being.

Conversely, Acknowledge achievements and contributions promptly and meaningfully (WM = 3.99) and Actively express appreciation for good performance (WM = 3.98) remained at the lower end, though still interpreted as effective. This implied that recognition practices were present but were not always immediate or consistently emphasized. This finding supported Leithwood and Jantzi (2006), who stressed that transformational leadership required consistent recognition to sustain motivation and professional commitment.

In essence, the findings showed that organizational support for teacher value and appreciation was generally practiced, particularly in promoting fairness and respectful treatment. The overall mean of 4.03 reflected a positive organizational climate that supported teacher morale and engagement. Collectively, these results reinforced Shen et al. (2012) and Tschannen-Moran (2014), who underscored that recognition, respect, and supportive leadership practices were essential in strengthening organizational commitment and sustaining teacher motivation.

Table 31 Organizational Support on Teacher Value and Appreciation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Recognize contributions fairly and equitably.	4.11	E	1
2. Maintain a respectful and supportive workplace environment.	4.05	E	2
3. Ensure teachers and staff feel consistently valued and supported.	4.04	E	3
4. Acknowledge achievements and contributions promptly and meaningfully.	3.99	E	4
5. Actively express appreciation for good performance.	3.98	E	5
Overall Mean	4.03	E	

Legend:

Scale	Numerical Value	Descriptive Value	
5	4.20 – 5.00	Highly Evident	(HE)
4	3.40 – 4.19	Evident	(E)
3	2.60 – 3.39	Moderately Evident	(ME)
2	1.80 – 2.59	Least Evident	(LE)
1	1.00 – 1.79	Not Evident	(NE)

Resource and Administrative Support;

Table 32 Organizational Support on Resource and Administrative Support

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Ensure personnel have adequate resources to perform assigned tasks.	4.08	E	1
2. Provide needed materials and supplies promptly.	4.06	E	2
3. Ensure administrative procedures support rather than hinder work performance.	4.05	E	3
4. Offer administrative support that helps teachers and staff work effectively.	3.93	E	4
5. Give assistance when staff encounter work-related difficulties.	3.90	E	5
Overall Mean	4.00	E	

The results indicated that organizational support on resource and administrative support was generally evident, as reflected by the overall weighted mean of 4.00, interpreted as “effective.” This suggested that school personnel experienced adequate institutional assistance in terms of resources and administrative facilitation, although slight differences were observed across indicators. The composite mean further implied that support systems were generally in place to sustain school operations and work performance.

Initially, Ensure personnel have adequate resources to perform assigned tasks obtained the highest weighted mean (WM = 4.08), indicating that resource sufficiency was strongly perceived. This finding aligned with Sun and Leithwood (2015), who emphasized that effective leadership requires aligning resources with school goals to enhance performance. It also supported Hallinger (2011), who stressed that instructional leadership includes ensuring the availability of human and material resources to sustain teaching and learning processes.

In a related manner, Provide needed materials and supplies promptly (WM = 4.06) and Ensure administrative procedures support rather than hinder work performance (WM = 4.05) suggested that operational systems were generally functional and supportive. These results were consistent with Robinson et al. (2008), who found that leadership focused on organizational efficiency improves teaching conditions and learner outcomes. Likewise, Leithwood and Jantzi (2006) highlighted that effective leadership reduces workplace barriers and strengthens school capacity through supportive structures and processes.

Conversely, Offer administrative support that helps teachers and staff work effectively (WM = 3.93) and Give assistance when staff encounter work-related difficulties (WM = 3.90) received the lowest ratings, though still

interpreted as effective. This indicated that while support was present, more proactive and responsive assistance could further strengthen organizational functioning. This finding was supported by Day et al. (2016), who emphasized that sustained leadership support enhances teacher effectiveness and school improvement. Similarly, Mendoza et al. (2021) noted that distributed leadership practices improve responsiveness and strengthen collaboration in addressing school-based concerns.

In summary, the findings showed that organizational support on resources and administrative assistance was generally practiced, particularly in ensuring resource availability and functional administrative processes. The overall mean of 4.00 reflected a generally supportive but improvable school environment. These results reinforced Sun and Leithwood (2015) and Leithwood and Jantzi (2006), who emphasized that effective leadership depends on strategic resource allocation and enabling administrative systems that sustain organizational efficiency and instructional effectiveness.

Fostering a Positive Environment;

The results indicated that organizational support on fostering a positive environment was generally evident, as reflected by the overall weighted mean of 4.04, interpreted as “effective.” This suggested that school personnel experienced a generally respectful and supportive workplace climate, although slight variations were noted across indicators. The composite mean further implied that efforts to strengthen workplace culture were consistently present across schools.

To begin with, Ensure respect among teachers, staff, and administrators in all interactions obtained the highest weighted mean (WM = 4.17), indicating that respect was strongly observed in workplace relationships. This finding aligned with Wang and Degol (2016), who emphasized that positive school climate is closely associated with improved teacher well-being and collaboration. It also supported Shen et al. (2012), who found that respectful organizational practices enhance trust and commitment among school personnel.

In a related manner, Foster a supportive, motivating, and positive work environment (WM = 4.06) suggested that motivation and encouragement were generally present in the school setting. This result was consistent with Leithwood and Jantzi (2006), who noted that transformational leadership strengthens organizational climate by building collective efficacy and morale. Likewise, Day et al. (2016) highlighted that supportive leadership practices contribute to sustained engagement and improved school performance. Meanwhile, Create an environment where personnel feel safe and comfortable expressing concerns (WM = 4.00) indicated that psychological safety was moderately established. This aligned with Mendoza et al. (2021), who emphasized that distributed leadership fosters open communication and participatory decision-making in schools. Similarly, Ciocon (2023) found that leadership openness encourages teacher voice and strengthens organizational trust.

Conversely, Handle conflicts fairly, professionally, and constructively (WM = 3.99) and Encourage clear, transparent, and approachable communication (WM = 3.98) were still interpreted as effective but indicated areas for further strengthening. This finding was supported by Bautista and Cruz (2022), who noted that effective communication and conflict management are critical components of sustaining a healthy school climate. Likewise, Ofrin (2023) emphasized that consistent communication practices enhance organizational harmony and leadership effectiveness.

In summary, the findings showed that organizational support in fostering a positive environment was generally practiced, particularly in promoting respect and supportive interactions. The overall mean of 4.04 reflected a favorable organizational climate that supported collaboration and professional relationships. These results reinforced Shen et al. (2012) and Wang and Degol (2016), who highlighted that respect, trust, and supportive leadership are essential in maintaining a productive and healthy school environment. Furthermore, a positive organizational environment encourages employee engagement, enhances job satisfaction, and contributes to the overall effectiveness of the school in achieving its educational objectives.

Table 33 Organizational Support on Fostering a Positive Environment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Ensure respect among teachers, staff, and administrators in all interactions.	4.17	E	1
2. Foster a supportive, motivating, and positive work environment.	4.06	E	2
3. Create an environment where personnel feel safe and comfortable expressing concerns.	4.00	E	3
4. Handle conflicts fairly, professionally, and constructively.	3.99	E	4
5. Encourage clear, transparent, and approachable communication.	3.98	E	5
Overall Mean	4.04	E	

Well-being and Retention

The results indicated that **organizational support on well-being and retention** was generally evident, as reflected by the overall weighted mean of **4.07**, interpreted as “effective.” This suggested that schools had established supportive mechanisms that considered teacher welfare, workload balance, and engagement, although some aspects still required improvement. The composite mean further implied that well-being-oriented practices were consistently integrated into school management.

Table 34 Organizational Support on Well-Being and Retention

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Ensure the school consistently considers the well-being of teachers and staff.	4.19	E	1
2. Assign tasks and responsibilities that are manageable and sustainable.	4.15	E	2
3. Promote policies and practices that help personnel balance work and personal life.	4.00	E	4
4. Foster a work environment that keeps staff motivated and engaged.	4.02	E	3
5. Implement measures to reduce stress and prevent burnout among personnel.	3.99	E	5
Overall Mean	4.07	E	

Primarily, Ensure the school consistently considers the well-being of teachers and staff obtained the highest weighted mean (WM = 4.19), indicating that teacher welfare was strongly prioritized. This finding aligned with Wang and Degol (2016), who emphasized that positive school climate and supportive leadership practices are closely linked to teacher well-being and reduced stress. It also supported Shen et al. (2012), who found that organizational support enhances employee commitment and overall job satisfaction.

In a similar direction, Assign tasks and responsibilities that are manageable and sustainable (WM = 4.15) suggested that workload distribution was generally perceived as appropriate. This result was consistent with Leithwood and Jantzi (2006), who highlighted that effective leadership structures reduce workload strain by organizing roles and responsibilities efficiently. Likewise, Day et al. (2016) emphasized that sustainable workload practices contribute to improved teacher effectiveness and long-term engagement.

Meanwhile, Foster a work environment that keeps staff motivated and engaged (WM = 4.02) and Promote policies and practices that help personnel balance work and personal life (WM = 4.00) indicated that motivation and work-life balance practices were moderately established. These findings aligned with Mendoza et al. (2021), who noted that supportive and collaborative leadership enhances teacher motivation and engagement. Similarly, Ciocon (2023) found that responsive leadership practices contribute to better teacher morale and sustained professional commitment.

On the lower end, Implement measures to reduce stress and prevent burnout among personnel (WM = 3.99) still reflected an effective rating but suggested that structured stress-reduction interventions could be further strengthened. This finding was supported by Ofrin (2023), who emphasized that sustained administrative support and responsive leadership are essential in reducing workplace stress and improving organizational efficiency. Likewise, Bautista and Cruz (2022) noted that consistent leadership support systems play a key role in enhancing teacher retention and workplace well-being.

In summary, the findings showed that organizational support on well-being and retention was generally practiced, particularly in prioritizing teacher welfare and maintaining manageable workloads. The overall mean of 4.07 reflected a supportive school environment that promoted teacher engagement and satisfaction. These results reinforced Wang and Degol (2016) and Leithwood and Jantzi (2006), who emphasized that supportive leadership practices are vital in sustaining teacher well-being, improving morale, and strengthening retention. This also suggested that continued strengthening of wellness-oriented policies could further enhance teacher productivity and long-term commitment to the institution.

Professional Development;

Table 35 Organizational Support on Professional Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Help staff apply newly learned skills effectively in the workplace.	4.12	E	1
2. Ensure the school actively supports ongoing professional growth for teachers and staff.	4.04	E	2.5
3. Motivate personnel to acquire new skills and competencies.	4.04	E	2.5
4. Ensure professional development contributes to staff career growth and advancement.	4.02	E	4
5. Offer professional development aligned with job roles and responsibilities.	4.01	E	5
Overall Mean	4.05	E	

The results indicated that organizational support on professional development was generally evident, as reflected by the overall weighted mean of 4.05, interpreted as “effective.” This suggested that schools had established structures that supported continuous learning and skill enhancement among personnel, although implementation levels slightly varied across indicators. The composite mean further implied that professional development practices were consistently embedded in school operations.

To start with, Help staff apply newly learned skills effectively in the workplace obtained the highest weighted mean (WM = 4.12), indicating that transfer of training to practice was strongly observed. This finding aligned with Robinson et al. (2008), who emphasized that leadership focused on teaching and learning strengthened instructional quality by ensuring that professional development translated into classroom practice. It also supported Hallinger (2011), who noted that instructional leadership enhanced teacher effectiveness through the application of learned competencies in real instructional settings.

In a parallel manner, Ensure the school actively supports ongoing professional growth for teachers and staff (WM = 4.04) and Motivate personnel to acquire new skills and competencies (WM = 4.04) suggested that encouragement for continuous learning was generally evident. These results were consistent with Sun and Leithwood (2015), who found that strategic leadership promoted sustained professional development through structured capacity-building initiatives. Likewise, Tschannen-Moran (2014) highlighted that supportive leadership strengthened teacher engagement and willingness to pursue professional growth.

On another note, Ensure professional development contributes to staff career growth and advancement (WM = 4.02) and Offer professional development aligned with job roles and responsibilities (WM = 4.01) indicated that alignment with career progression and job relevance was moderately established. This finding aligned with Shen et al. (2012), who emphasized that organizational support was more effective when development opportunities were linked to employee needs and professional trajectories. Similarly, Wang and Degol (2016) noted that structured support systems contributed to stronger teacher commitment and sustained engagement.

In summary, the findings showed that organizational support on professional development was generally practiced, particularly in facilitating the application of newly learned skills and encouraging continuous learning. The overall mean of 4.05 reflected a supportive institutional environment for teacher growth and capacity building. These results were reinforced by Robinson et al. (2008) and Hallinger (2011), who underscored that effective leadership strengthens instructional practice by ensuring that professional development is meaningfully applied in school settings.

Summary Assessments for Sub-problem No.3

Table 36 Summary Assessments of the Organizational Support

Variables	Weighted Mean	Verbal Interpretation	Rank
1. Well-Being and Retention	4.07	E	1
2. Professional Development	4.05	E	2
3. Fostering a Positive Environment	4.04	E	3
4. Teacher Value and Appreciation	4.03	E	4
5. Resource and Administrative Support	4.00	E	5
Overall Mean	4.04	E	

The results indicated that organizational support was generally evident across all dimensions, as reflected by the overall mean of 4.04, interpreted as “effective.” This suggested that schools consistently provided support systems that addressed teachers’ professional and personal needs, although the level of emphasis varied across specific areas. The composite mean further implied that organizational support had been generally integrated into school leadership and management practices.

In the first place, Well-Being and Retention obtained the highest weighted mean (WM = 4.07), indicating that teacher welfare and workforce sustainability were strongly prioritized. This finding aligned with Wang and Degol (2016), who emphasized that supportive school climates enhance teacher well-being and reduce stress. It also supported Shen et al. (2012), who found that perceived organizational support strengthens employee commitment and retention.

Moving to another dimension, Professional Development (WM = 4.05) and Fostering a Positive Environment (WM = 4.04) suggested that schools consistently promoted capacity building and maintained supportive workplace conditions. These results were consistent with Sun and Leithwood (2015), who highlighted that strategic leadership promotes teacher growth through sustained development opportunities. Likewise, Tschannen-Moran (2014) noted that trust and respect within schools contribute to a positive organizational climate and improved professional engagement.

On the other hand, Teacher Value and Appreciation (WM = 4.03) and Resource and Administrative Support (WM = 4.00) obtained the lowest but still effective ratings, indicating that recognition practices and logistical support were present but comparatively less emphasized. This finding aligned with Leithwood and Jantzi (2006), who emphasized that effective leadership requires consistent recognition and adequate resource provision to sustain teacher motivation and instructional effectiveness. Similarly, Hallinger (2011) noted that resource alignment and supportive systems are essential components of instructional leadership.

In totality, the findings showed that organizational support was generally practiced across schools, particularly in promoting teacher well-being and professional development. The overall mean of 4.04 reflected a supportive institutional environment that fostered engagement and commitment among personnel. These results were reinforced by Wang and Degol (2016) and Sun and Leithwood (2015), who underscored that strong organizational support systems are essential in sustaining teacher motivation, professional growth, and school effectiveness.

Sub-problem No.4. Is there a significant relationship between the administrative and supervisory practices of school heads and perceived organizational support of personnel?

Table 37 Significant Relationship between Administrative/Supervisory Practices of School Heads and Perceived Organizational Support

Variables	Correlation Ratio	Critical Value at .05	df	Interpretation	Decision
Administrative Practices of School Heads and Organizational Support	.212	.514	13	Not Significant	Accept H_0 Weak Correlation
Supervisory Practices of School Heads and Organizational Support	.860	.532	12	Significant	Reject H_0 Strong Correlation

Guide in interpreting the coefficient of correlation

0.90 to 1	- Very Strong Correlation
0.70 to 0.89	- Strong Correlation
0.40 to 0.69	- Moderate Correlation
0.10 to 0.39	- Weak Correlation
0.00 to 0.09	- Negligible Correlation.

The results indicated a mixed relationship between administrative and supervisory practices of school heads and perceived organizational support. The correlation between administrative practices and organizational support was weak and not significant ($r = .212$, critical value = .514, $df = 13$), leading to the acceptance of the null hypothesis. This suggested that routine administrative functions had limited influence on perceived organizational support.

In contrast, supervisory practices and organizational support showed a strong and significant relationship ($r = .860$, critical value = .532, $df = 12$), resulting in the rejection of the null hypothesis. This implied that stronger supervisory practices were associated with higher perceived organizational support among school personnel.

Taken together, these findings suggested that supervisory leadership had a more substantial role than

administrative tasks in shaping organizational support. This aligned with Hallinger (2011) and Robinson et al. (2008), who emphasized that instructional leadership and supervision have a stronger impact on school climate and teacher support compared to managerial functions.

Moreover, the strong relationship between supervisory practices and organizational support was consistent with Leithwood and Jantzi (2006), who noted that transformational leadership behaviors, particularly guidance, feedback, and instructional support, enhance teachers' sense of support and commitment. Similarly, Tschannen-Moran (2014) emphasized that trust building supervisory interactions contribute to stronger perceptions of organizational support and workplace satisfaction.

In essence, the results highlighted that supervisory practices were the key drivers of perceived organizational support, while administrative practices alone were not sufficient to produce a significant relationship. This suggests that personnel are more likely to perceive organizational support when school leaders actively engage in instructional guidance, mentoring, feedback, and professional development initiatives. Consequently, strengthening supervisory leadership practices may be a more effective strategy for enhancing organizational support and fostering a positive work environment within schools.

Sub-problem No.5. What are the challenges encountered by the respondents relative to the administrative and supervisory practices and perceived organizational support?

Administrative Practices;

Table 38 Challenges Encountered as to Administrative Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Inadequate budget and financial constraints	3.83	E	1
2. Difficulty in implementing the curriculum consistently	3.64	E	2.5
3. Insufficient resources and school facilities	3.64	E	2.5
4. Weak collaboration with the school community	3.58	E	4
5. Inconsistent discipline and behavior management	3.57	E	5
6. Limited instructional and learning resources	3.55	E	6
7. Challenges in formulating and enforcing school policies	3.54	E	7
8. Heavy administrative workload	3.49	E	8
9. Limited manpower affecting program planning and implementation	3.48	E	9
Overall Mean	3.59	E	

Legend:

Scale	Numerical Value	Descriptive Value	
5	4.20 – 5.00	Highly Encountered	(HE)
4	3.40 – 4.19	Encountered	(E)
3	2.60 – 3.39	Moderately Encountered	(ME)
2	1.80 – 2.59	Least Encountered	(LE)
1	1.00 – 1.79	Not Encountered	(NE)

The results indicated that challenges in administrative practices were generally experienced by respondents, as reflected by the overall mean of 3.59, interpreted as “effective” in occurrence of challenges. This suggested

that school heads and personnel encountered moderate but recurring difficulties in performing administrative functions, although the intensity differed across specific concerns.

At the forefront, Inadequate budget and financial constraints obtained the highest weighted mean ($WM = 3.83$), indicating that financial limitations were the most pressing challenge. This finding aligned with Hallinger (2011), who emphasized that resource constraints often hinder effective school leadership and instructional improvement. It also supported Shen et al. (2012), who noted that insufficient resources negatively affect organizational efficiency and support systems.

In a related pattern, Difficulty in implementing the curriculum consistently and Insufficient resources and school facilities (both $WM = 3.64$) suggested that operational and resource-related concerns were also strongly experienced. These results were consistent with Sun and Leithwood (2015), who highlighted that inadequate material and structural support limits effective implementation of school improvement initiatives. Likewise, Leithwood and Jantzi (2006) noted that leadership effectiveness is constrained when instructional resources are insufficient.

Meanwhile, Weak collaboration with the school community ($WM = 3.58$) and Inconsistent discipline and behavior management ($WM = 3.57$) indicated challenges in stakeholder engagement and student discipline. This finding aligned with Tschannen-Moran (2014), who emphasized that weak trust and collaboration can weaken school effectiveness and climate. It also supported Wang and Degol (2016), who noted that poor relational systems affect discipline and organizational cohesion.

On the lower end, Heavy administrative workload ($WM = 3.49$) and Limited manpower affecting program planning and implementation ($WM = 3.48$) were still evident but less dominant compared to other concerns. These results were consistent with Ciocon (2023), who found that excessive workload and staffing limitations reduce leadership efficiency and instructional support capacity.

Collectively, the findings showed that administrative challenges were moderately experienced, particularly in financial management, resource availability, and curriculum implementation. The overall mean of 3.59 reflected persistent operational constraints affecting school management. These results were reinforced by Hallinger (2011) and Leithwood and Jantzi (2006), who emphasized that resource limitations and structural constraints can significantly hinder effective school leadership and organizational performance.

Supervisory Practices;

The results indicated that challenges in supervisory practices were generally experienced by respondents, as reflected by the overall mean of 3.53, interpreted as “effective” in occurrence of challenges. This suggested that supervisory difficulties were moderately evident across schools, particularly in instructional support, evaluation, and feedback systems. The composite mean further implied that these concerns were present but varied in extent depending on the specific supervisory function.

To begin with, Lack of adequate instructional support for teachers obtained the highest weighted mean ($WM = 3.73$), indicating that insufficient instructional assistance was the most pressing concern. This finding aligned with Hallinger (2011), who emphasized that limited instructional leadership weakens teacher development and classroom effectiveness. It also supported Robinson et al. (2008), who stressed that strong instructional leadership is essential for improving teaching quality and student achievement.

Proceeding further, Issues in conducting fair and objective teacher evaluations ($WM = 3.63$) and Delays or challenges in giving constructive feedback ($WM = 3.62$) suggested that performance management processes were inconsistently implemented. These results were consistent with Shen et al. (2012), who found that weak evaluation systems reduce trust and hinder professional growth. Likewise, Tschannen-Moran (2014) emphasized that timely and fair feedback is essential in strengthening teacher confidence and organizational trust. In addition, Difficulty fostering collegiality and collaboration among staff ($WM = 3.54$) and Challenges in supervising instruction effectively ($WM = 3.51$) indicated moderate concerns in sustaining collaborative and instructional leadership practices. This aligned with Leithwood and Jantzi (2006), who noted that

leadership effectiveness is strengthened through collaboration and shared responsibility. It also supported Sun and Leithwood (2015), who emphasized that collaborative school cultures contribute to improved instructional outcomes and organizational effectiveness. Conversely, Inconsistent assessment and reporting of learning outcomes (WM = 3.39) and Limited access to teacher development programs (WM = 3.39) were rated as moderately experienced but still notable concerns. These findings aligned with Wang and Degol (2016), who highlighted that limited professional development and weak assessment systems negatively affect instructional quality and school performance.

Ultimately, the findings showed that supervisory challenges were moderately experienced, particularly in instructional support, evaluation, and feedback mechanisms. The overall mean of 3.53 reflected ongoing gaps in key supervisory functions that influence teaching effectiveness. These results were reinforced by Hallinger (2011) and Robinson et al. (2008), who underscored that effective instructional leadership is vital for strengthening teacher performance, improving evaluation systems, and enhancing overall school effectiveness.

Table 39 Challenges Encountered as to Supervisory Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Lack of adequate instructional support for teachers	3.73	E	1
2. Issues in conducting fair and objective teacher evaluations	3.63	E	2
3. Delays or challenges in giving constructive feedback	3.62	E	3
4. Difficulty fostering collegiality and collaboration among staff	3.54	E	4
5. Challenges in supervising instruction effectively	3.51	E	5
6. Unclear or inconsistent guidance provided to teachers	3.50	E	6
7. Insufficient monitoring and evaluation of school programs	3.43	E	7
8. Inconsistent assessment and reporting of learning outcomes	3.39	ME	8.5
9. Limited access to teacher and development programs	3.39	ME	8.5
Overall Mean	3.53	E	

Organizational Support;

The results indicated that challenges in organizational support were generally experienced by respondents, as reflected by the overall mean of 3.48, interpreted as “effective” in occurrence of challenges. This suggested that gaps in support systems were moderately evident across schools, particularly in professional development, resource provision, and employee welfare. The composite mean further implied that organizational support concerns were present but differed in intensity across indicators.

At the outset, Limited opportunities for professional development obtained the highest weighted mean (WM = 3.58), indicating that restricted access to training and growth opportunities was the most prominent concern. This finding aligned with Ciocon (2023), who noted that limited professional development opportunities hinder teacher growth and instructional improvement. It also supported De Guzman and Alonzo (2024), who emphasized that continuous professional learning is essential in strengthening teaching effectiveness and school performance.

Closely related, Lack of adequate administrative or resource support (WM = 3.55) and Limited initiatives for employee well-being and retention (WM = 3.52) suggested that structural support and welfare programs were moderately insufficient. These results were consistent with Mendoza et al. (2021), who found that inadequate organizational support systems reduce teacher engagement and commitment. Likewise, Bautista and Cruz (2022) highlighted that strong institutional support is necessary to sustain teacher motivation and well-being.

On another note, Feeling undervalued or unrecognized as personnel (WM = 3.38) and Absence of a positive and collaborative work environment (WM = 3.35) were rated lower but still reflected moderate concerns. These findings aligned with Ofrin (2023), who emphasized that recognition and supportive leadership are critical in fostering a positive organizational climate. Similarly, Adams et al. (2023) noted that collaborative environments strengthen morale and improve workplace relationships.

In closing, the findings showed that organizational support challenges were moderately experienced, particularly in professional development and resource-related assistance. The overall mean of 3.48 reflected persistent gaps in institutional support systems affecting teacher satisfaction and engagement. These results were reinforced by Ciocon (2023) and De Guzman and Alonzo (2024), who underscored that strengthening organizational support structures is essential for improving teacher performance, motivation, and long-term retention.

Table 40 Challenges Encountered as to Organizational Support

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Limited opportunities for professional development	3.58	E	1
2. Lack of adequate administrative or resource support	3.55	E	2
3. Limited initiatives for employee well-being and retention	3.52	E	3
4. Feeling undervalued or unrecognized as personnel	3.38	ME	4
5. Absence of a positive and collaborative work environment	3.35	ME	5
Overall Mean	3.48	E	

Sub-problem No.6. Based on the findings, what intervention program may be proposed?

Based on the findings of the study, a proposed intervention program is developed to address the identified areas for improvement in administrative practices, supervisory practices, and perceived organizational support. For purposes of feasibility, practicality, and effective implementation, the program focuses on the priority areas derived from the results of the study. This ensures that the proposed interventions are targeted, manageable, and responsive to the needs of the school setting.

The intervention program is designed to enhance the effectiveness of school management and instructional supervision while strengthening organizational support for both teaching and non-teaching personnel. It incorporates strategies that promote improved administrative processes, effective supervisory practices, strengthened collaboration, and a more supportive and positive work environment. Moreover, the program emphasizes continuous monitoring and evaluation to ensure that the interventions remain relevant and sustainable over time.

Overall, the proposed intervention program is expected to contribute to improved organizational practices, increased personnel satisfaction, and enhanced school performance. The complete details of the intervention program are presented in Appendix A of this study.

Sub-problem No.7. How acceptable is the proposed intervention program?

The results indicated that the proposed intervention program was generally viewed as highly acceptable, as reflected by the high weighted mean ratings across all indicators. This suggested that respondents perceived the program as relevant, beneficial, and suitable for addressing identified school concerns. The composite results further implied a strong level of support for the implementation of the proposed intervention.

At the forefront, Teachers and staff are willing to participate in the program obtained the highest weighted mean (WM = 4.36), interpreted as “Highly Acceptable.” This indicated a strong readiness among personnel to engage in the proposed activities. This finding aligned with Tschannen-Moran (2014), who emphasized that stakeholder commitment and participation are strengthened when initiatives address actual school needs and promote collaboration.

Following this, The program is acceptable to school stakeholders (WM = 4.32) and The program is perceived as beneficial by personnel (WM = 4.27) also received highly acceptable ratings. These results suggested that respondents recognized the value and relevance of the intervention in improving school practices. This finding supported Leithwood and Jantzi (2006), who noted that school improvement initiatives are more likely to succeed when stakeholders perceive them as meaningful and beneficial to professional practice.

In a related vein, The program activities are easy to understand (WM = 4.17) and The program is likely to receive positive support from the school community (WM = 4.17) obtained the lowest ratings but remained within the “Acceptable” category. These findings indicated that the proposed activities were generally clear and capable of gaining support from the broader school community. This aligned with Hallinger (2011), who emphasized that successful school programs require clear implementation procedures and stakeholder understanding to ensure sustained participation and effectiveness.

Taken together, the findings demonstrated that the proposed intervention program was well received by respondents and considered appropriate for implementation. The consistently high ratings reflected confidence in the program’s potential to address identified challenges and strengthen school practices. These results reinforced the view of Robinson et al. (2008) that improvement initiatives are more likely to achieve positive outcomes when they are perceived as relevant, understandable, and supported by those directly involved in their implementation. The favorable assessment further indicates the respondents’ willingness to support and participate in the implementation of the proposed interventions. Moreover, the high level of acceptability suggests that the program is responsive to the needs of school personnel and has the potential to contribute to continuous school improvement and organizational effectiveness. Therefore, the proposed intervention program may serve as a viable framework for enhancing leadership practices, organizational support mechanisms, and overall school performance within public junior high schools.

Table 41 Acceptability of the Proposed Intervention Program

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teachers and staff are willing to participate in the program.	4.36	HA	1
2. The program is acceptable to school stakeholders.	4.32	HA	2
3. The program is perceived as beneficial by personnel.	4.27	HA	3
4. The program activities are easy to understand.	4.17	A	4.5
5. The program is likely to receive positive support from the school community.	4.17	A	4.5
Overall Mean	4.26	HA	

Legend:

Option	Scale	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Acceptable	HA
4	3.40 – 4.19	Acceptable	A
3	2.60 – 3.39	Moderately Acceptable	MA
2	1.80 – 2.59	Poorly Acceptable	PA
1	1.00 – 1.79	Not Acceptable	NA

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The salient findings of the study are as follows:

On How the Supervisors, School Administrators, Teachers, and Personnel Assess the Practices of School in Division of Manila in Terms of:

Administrative. The administrative practices of school heads were generally assessed as evident, with an overall weighted mean of 4.03. Among the dimensions, Coordinating and Administrative Activities obtained the highest rating, while Financial/Budget Management received the lowest rating, although both were interpreted positively.

Supervisory. The supervisory practices of school heads were likewise assessed as evident, with an overall weighted mean of 4.11. Training and Development of Teachers received the highest rating, whereas Monitoring and Evaluation of School Programs obtained the lowest rating among the supervisory dimensions, though all areas were still rated positively.

On the Significant Difference in the Assessment of Respondents on Administrative and Supervisory Practices

There were no significant differences in the assessments of supervisors, school administrators, teachers, and non-teaching personnel regarding the administrative and supervisory practices of school heads. All computed F-values were lower than the critical value at the 0.05 level of significance, leading to the acceptance of H_0 , which stated that there is no significant difference among the assessments of the four groups of respondents as to the administrative and supervisory practices in public junior high schools of District I, Manila.

On the Organizational Support among Teachers and Personnel

The respondents generally perceived a high level of organizational support in their schools, as evidenced by the overall weighted mean of 4.04. Among the dimensions, Well-Being and Retention received the highest rating, while Resource and Administrative Support obtained the lowest rating, although all dimensions were assessed as evident.

On the Significant Relationship between the Administrative and Supervisory Practices of School Heads and Perceived Organizational Support of Personnel

Administrative Practices. The relationship between the administrative practices of school heads and perceived organizational support was found to be weak and not significant ($r = 0.212$, critical value = 0.514, $df = 13$, $\alpha = 0.05$). Since the computed correlation coefficient was lower than the critical value, the null

hypothesis was accepted. This indicated that the administrative practices of school heads were not significantly associated with the perceived organizational support of personnel.

Supervisory Practices. The relationship between the supervisory practices of school heads and perceived organizational support was found to be strong and significant ($r = 0.860$, critical value = 0.532, $df = 12$, $\alpha = 0.05$). Since the computed correlation coefficient exceeded the critical value, the null hypothesis was rejected. This indicated that stronger supervisory practices were associated with higher levels of perceived organizational support among personnel.

Taken together, the findings revealed that H0₂ on the relationship between administrative and supervisory practices and organizational support was partially supported. While administrative practices did not demonstrate a significant relationship with organizational support, supervisory practices exhibited a strong and significant association with personnel's perceptions of organizational support.

On the Challenges Encountered in Administrative, Supervisory, and Organizational Support Practices

Challenges in administrative practices were generally encountered, as reflected by the overall weighted mean of 3.59. Among the identified concerns, inadequate budget and financial constraints emerged as the most prevalent challenge, followed by difficulties in curriculum implementation and insufficiency of resources and school facilities.

Challenges in supervisory practices were likewise generally encountered, with an overall weighted mean of 3.53. The most prominent concerns included lack of adequate instructional support for teachers, issues in conducting fair and objective teacher evaluations, and delays in providing constructive feedback. In contrast, inconsistent assessment and reporting of learning outcomes and limited access to teacher training and development programs were only moderately encountered.

Challenges related to organizational support were generally encountered, as evidenced by the overall weighted mean of 3.48. The most frequently cited concerns were limited opportunities for professional development, lack of adequate administrative or resource support, and limited initiatives for employee well-being and retention. Meanwhile, feeling undervalued or unrecognized as personnel and the absence of a positive and collaborative work environment were only moderately encountered.

On the Intervention Program that may be Proposed

Based on the findings of the study, an intervention program was proposed to address the identified gaps in administrative, supervisory, and organizational support practices. The proposed program was assessed as highly acceptable by the respondents, indicating strong support for its implementation in strengthening school leadership and organizational effectiveness.

On the Acceptability of the Proposed Intervention Program

The proposed intervention program was rated as highly acceptable, with an overall weighted mean of 4.26. This result reflected the respondents' strong support for its implementation and perceived relevance in addressing the needs identified in the study.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

- School heads in the public junior high schools of District I, Division of Manila effectively performed their administrative and supervisory functions. Their practices were consistently manifested across various dimensions of school management and instructional leadership, indicating their commitment to supporting school operations, teaching quality, and organizational effectiveness.

- Supervisors, school administrators, teachers, and non-teaching personnel shared similar perceptions regarding the administrative and supervisory practices of school heads. Hence, H_{01} , which stated that there is no significant difference among the assessments of the four groups of respondents, was accepted.
- Teachers and non-teaching personnel perceived organizational support to be evident within their respective schools. This suggests that the schools generally provided a supportive environment that promoted employee well-being, professional growth, and positive workplace relationships.
- Administrative practices of school heads were not significantly associated with perceived organizational support. This indicates that administrative functions alone may not directly influence personnel perceptions of organizational support.
- The findings revealed differing outcomes regarding the relationship between school heads' practices and organizational support. While administrative practices were not significantly associated with perceived organizational support, supervisory practices demonstrated a significant positive relationship. Thus, H_{02} was supported with respect to administrative practices but not supported with respect to supervisory practices. This suggests that personnel perceptions of organizational support were influenced more by the supervisory functions of school heads, particularly those related to instructional leadership, guidance, and professional development. Therefore, effective supervisory leadership emerged as a critical factor in fostering a supportive school environment and enhancing organizational support among personnel.
- Despite the generally positive assessments of administrative, supervisory, and organizational support practices, several challenges remained evident. These challenges were primarily associated with budget limitations, instructional support, professional development opportunities, resource provision, and employee welfare, indicating areas that require continued attention and improvement.
- The proposed intervention program was considered appropriate and responsive to the identified needs of the schools. Its high level of acceptability demonstrated its potential as a viable strategy for strengthening school leadership practices, enhancing organizational support, and addressing the challenges identified in the study.

Recommendations

Based on the findings and conclusions established, the following recommendations are suggested:

- The proposed intervention program may be adopted and implemented in public junior high schools in District I, Division of Manila. Its adoption may be regularly monitored and evaluated to determine its effectiveness in enhancing school leadership practices, organizational support, and overall school performance.
- School leaders may continue strengthening their administrative and supervisory practices through sustained professional development, leadership training, and continuous improvement initiatives to maintain effective school management and instructional leadership.
- Since respondents shared similar perceptions regarding the administrative and supervisory practices of school heads, collaborative planning, decision-making, and communication mechanisms may be sustained to preserve consistency in leadership practices across stakeholder groups.
- School administrators may further enhance organizational support by strengthening programs that promote employee well-being, professional growth, and positive workplace relationships. Particular attention may be given to improving resource and administrative support for teachers and non-teaching personnel.
- Given that administrative practices were not significantly associated with perceived organizational support, school heads may review existing administrative systems and processes to ensure that management practices are more responsive to the needs and concerns of personnel.
- Since supervisory practices demonstrated a significant positive relationship with perceived organizational support, school heads may place greater emphasis on instructional supervision, mentoring, constructive feedback, professional guidance, and teacher development activities to strengthen personnel perceptions of organizational support.
- Efforts may be undertaken to address the identified challenges in administrative, supervisory, and organizational support practices by allocating adequate resources, expanding professional development

opportunities, strengthening instructional support systems, and implementing initiatives that promote employee welfare and engagement.

- Future researchers may conduct similar studies involving a larger scope of respondents, additional variables, or different educational settings to further validate and expand the findings of the present study.

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