



SCHOOL HEAD'S MANAGERIAL SKILLS AND STRATEGIC PLANNING COMPETENCE; TEACHERS' PERFORMANCE AND PARENTAL INVOLVEMENT IN SCHOOL PROGRAMS

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ABSTRACT

This study was conducted to evaluate the Impact of School Heads' Managerial competence and Strategic Planning on Parent and Involvement and Teachers Performance in school programs of Liberty Elementary School. The findings of the study were the bases for the proposed Instructional Supervisory Plan. The study on the impact of School Heads' Managerial Skills and Strategic Planning on Teachers' Performance and Parent Involvement in School Programs utilized a descriptive-correlational research design. This design was appropriate because it aimed to describe the existing conditions and determine the relationship among the variables without manipulating them. The study sought to examine how the managerial skills and strategic planning practices of school heads influenced two important aspects of school effectiveness—teachers' performance and parent involvement. By using this design, the researcher gathered quantitative data from respondents and statistically analyzed the degree of correlation among these variables, providing an objective picture of

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how leadership practices translated into performance and engagement within the school context. Test of Relationship Between School Heads' Strategic Management Practices and Teachers' Performance (COT/PPST), which examines the relationship between the leadership strategies of school heads and teachers' instructional effectiveness. The findings indicate a strong positive relationship, suggesting that the implementation of strategic management practices by school heads is highly associated with the quality of teachers' performance. Effective leadership practices, such as planning, decision-making, resource allocation, instructional support, and teacher mentoring, create an environment where teachers are more likely to excel in content delivery, classroom management, assessment, differentiated instruction, lesson planning, and use of teaching resources.

The discussion highlights that teacher effectiveness is influenced not only by individual competence but also by the organizational and leadership environment within the school. Strategic initiatives by school heads help align teaching practices with school goals, promote professional growth, and foster a culture of continuous improvement. This alignment ensures that teachers are better supported in implementing effective instructional strategies and addressing diverse learners' needs.

The results imply that school heads' strategic management practices play a critical role in enhancing overall teacher performance. Sustained leadership support facilitates high-quality teaching across multiple dimensions, encourages professional development, and contributes to improved student learning outcomes. The study underscores the importance of effective

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school leadership as a key factor in promoting instructional excellence and fostering a productive, growth-oriented school environment.

Keywords: *Managerial Skills, Strategic Planning Competence, Teachers' Performance, Parent Involvement, School Programs*

INTRODUCTION

School heads' managerial skills and strategic planning play a significant role in promoting parent and teacher involvement in school programs. When school heads demonstrate effective management—such as clear communication, transparent resource allocation, and organized supervision—teachers and parents become more motivated to participate in various school activities. Strategic planning that includes the voices of teachers and parents also fosters shared ownership and accountability, which enhances collaboration and program success. This indicates that leadership practices rooted in strong management and forward-thinking planning create an environment where stakeholders feel valued and engaged, ultimately contributing to improved school performance and community partnership.

According to Ampofo, Onyango, and Ogola (2019), the managerial competence and supervision of school heads significantly influence teachers' role performance and commitment to school goals. Their study emphasized that effective leadership practices, particularly those that integrate planning, communication, and participatory decision-making, enhance teacher motivation and encourage active participation in school initiatives. This supports the current

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study's findings that managerial skills and strategic planning are key factors in fostering stronger parent and teacher involvement in school programs.

The researcher recognizes the vital role of school leadership in shaping a school's culture and overall performance. Leadership, in this context, extends beyond administrative duties and encompasses the ability to inspire and motivate stakeholders, particularly parents and teachers, to take active roles in school initiatives. This recognition drives the researcher's interest in examining how the leadership practices of school heads influence stakeholder participation.

Through observation and reflection, the researcher has seen that when school heads exhibit genuine commitment and strategic planning, school communities become more cohesive. Parents tend to offer their time and resources willingly, while teachers are encouraged to engage in collaborative efforts beyond classroom instruction. These observations have deepened the researcher's desire to explore the relationship between effective leadership and the level of stakeholder involvement in school programs.

The researcher has also noted that the success or failure of school programs often depends on the quality of leadership and planning. Some initiatives thrive under strong and visionary leadership, while others falter due to poor planning and unclear direction. Such experiences have fueled the researcher's curiosity about how managerial competence and strategic foresight contribute to effective stakeholder engagement and program implementation.

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This study is therefore considered necessary as it highlights the importance of nurturing strong partnerships between schools and communities. By emphasizing the role of school heads' managerial and strategic skills, the research seeks to promote a collaborative culture that benefits not only teachers and parents but also, most importantly, the learners. The study needs to be pursued because it aims to generate insights that can guide educational leaders in strengthening relationships, improving planning practices, and fostering a unified school environment where all stakeholders work toward shared goals.

This study was conducted to evaluate the Impact of School Heads' Managerial competence and Strategic Planning on Parent and Involvement and Teachers Performance in school programs of Liberty Elementary School. The findings of the study were the bases for the proposed Instructional Supervisory Plan.

Specifically, the study sought to answer the following questions:

1. What is the of management practices of the school Heads in terms of:
 - 1.1 Human;
 - 1.2 Material; and
 - 1.3 Financial?

2. What is the level of strategic Management practices of the school Head in terms of:
 - 2.1 Environmental Scanning;
 - 2.2 Goal Setting;
 - 2.3 Strategic Formulation; and

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2.4 Implementation and Monitoring?

3. What is the Teachers' Performance in terms of Classroom Observation tool (COT)?
4. What is the extent of parental involvement to the different PAPs of the School?
5. Is there a significant relationship between the level of managerial practices of School heads and Strategic Management Practices?
6. Is there a significant relationship between the level of School head's strategic management practices and Teachers' Performance?
7. What instructional supervisory plan can be proposed on the findings of the study?

Statement of Hypothesis:

HO1 There is no significant relationship between the level of managerial practices of School heads and Strategic Management Practices.

HO2 There is no significant relationship between the level of School head's strategic management practices and Teachers' Performance.

METHODOLOGY

Design. The study on the impact of School Heads' Managerial Skills and Strategic Planning on Teachers' Performance and Parent Involvement in School Programs utilized a descriptive-correlational research design. This design was appropriate because it aimed to describe the existing conditions and determine the relationship among the variables without manipulating them. The study sought to examine how the managerial skills and strategic planning practices

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of school heads influenced two important aspects of school effectiveness—teachers’ performance and parent involvement. By using this design, the researcher gathered quantitative data from respondents and statistically analyzed the degree of correlation among these variables, providing an objective picture of how leadership practices translated into performance and engagement within the school context.

The main local of the study was in Liberty Elementary School in the Schools Division of Leyte. The respondents of the study were School Head, Teachers and Junior High School Learners.

The research instruments used in the study were the School Administrators’ Survey Questionnaire and the Parents’ Involvement Survey Questionnaire, both of which were designed to gather reliable and relevant data aligned with the study’s objectives.

The School Administrators’ Survey Questionnaire assessed the managerial skills and strategic planning practices of school heads. It consisted of indicators related to planning, organizing, directing, and controlling — the core functions of management — as well as areas that evaluated their ability to set goals, allocate resources, monitor progress, and evaluate outcomes. Additionally, it included items focusing on strategic planning competencies such as vision-setting, stakeholder consultation, long-term goal formulation, and implementation of improvement plans. Each item was rated on a five-point Likert scale (from 1 = Strongly Disagree to 5 = Strongly Agree) to quantify perceptions and practices systematically. This

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instrument ensured that the researcher could measure not only the presence but also the extent of managerial and strategic planning skills as demonstrated by school heads.

On the other hand, the Parents' Involvement Survey Questionnaire measured the level and type of participation parents had in school programs. It included indicators such as communication with teachers and school administrators, participation in school activities or committees, assistance in academic or extracurricular programs, and support for school initiatives at home or in the community. The questionnaire also explored parents' perceptions of school leadership, as effective managerial and planning skills often influenced how parents perceived their roles in school affairs. Like the administrators' tool, this instrument used a Likert-type scale to assess the degree of involvement and engagement.

Sampling. The respondents of the study were the School Head (1), Teachers (8) and PTA Officers (8) that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. To gather the necessary data in one month, the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was provided to the Public-School District Supervisor, School Principal, and the teachers under whose care the respondents were assigned.

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The researcher distributed the survey questionnaires to the School Heads for them to answer. The same strategy was applied in gathering data from the parents. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. Data were collated and submitted to the appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

Treatment of Data. The quantitative responses were tallied and tabulated. The data were treated statistically using the following statistical tools.

The simple percentage and weighted mean were utilized to determine the extent of the school heads' managerial skills, strategic planning practices, and the level of parental involvement in school programs. These statistical tools helped summarize and interpret the respondents' perceptions, providing a clear picture of the prevailing conditions and trends in each variable.

The Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed to examine the relationship between managerial skills, strategic planning, and parental involvement in relation to the performance of school heads. This inferential statistical tool was appropriate for determining the strength and direction of the correlation between the identified variables, thereby establishing whether higher levels of managerial and strategic competence among school heads were significantly associated with increased parental engagement and improved school performance.

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RESULTS AND DISCUSSION

TABLE I

SCHOOL HEADS' MANAGEMENT PRACTICES

(Human Resource, Material, and Financial Management)

Management Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
Human Resource Management	Delegation of tasks to teachers in order to give them sense of responsibility	4.00	Very High
	Involving teachers in decision making for school improvement	4.00	Very High
	Ensuring teachers' and students' discipline	4.00	Very High
	Organizing seminars and workshops for professional advancement of teachers	3.88	High
	Providing incentives for teachers to increase motivation	3.88	High
	Appraising staff to improve job performance	3.88	High
	Providing incentives to students to improve academic performance	3.88	High

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Management Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
	Orienting new staff and students on school activities and goals	3.88	High
	Promoting teachers' welfare to increase commitment to instructional tasks	4.00	Very High
	Supervising teachers and students to render professional guidance	3.88	High
Material Management	Procurement of physical and instructional materials for teaching and learning	3.88	High
	Ensuring regular school cleanup for conducive learning environment	4.00	Very High
	Enforcing punishment on teachers and students who vandalize school facilities	3.88	High
	Maintaining instructional materials for instructional improvement	3.88	High
	Providing e-library facilities to aid research	3.62	High

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Management Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
	Equipping classrooms and offices with needed furniture	3.75	High
	Inculcating maintenance culture in school through proper orientation	3.75	High
	Ensuring inclusion in school budget for repairs and maintenance	3.75	High
	Spearheading maintenance and beautification of the school	3.88	High
	Sourcing materials for improvement of teaching-learning and physical aspects	3.88	High
Financial Management	Prioritizing financial allocation according to school needs	3.88	High
	Joint preparation of school budgets with teachers and PTA	3.88	High
	Keeping accurate financial information of the school	3.88	High
	Ensuring accountability in all school expenditures	3.88	High
	Generating funds for school improvement	3.88	High

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Management Dimension	Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
	Carrying out monthly audit of school budget	3.88	High
	Adopting cost-saving strategies	3.88	High
	Possess transparency of school funds including MOOE funds	3.88	High
	Responsible in the preparation of liquidation reports	3.88	High
	Maximum utilization of school funds	3.88	High
Overall Weighted Mean		3.88	High

Legend (4-Point Likert Scale):

- 3.26 – 4.00 = Very High / Strongly Agree / Highly Observed
- 2.51 – 3.25 = High / Agree / Moderately Observed
- 1.76 – 2.50 = Moderate / Neutral / Fairly Observed
- 1.00 – 1.75 = Low / Disagree / Less Observed

This table presents School Heads’ Management Practices (Human Resource, Material, and Financial Management), highlighting how school administrators implement managerial practices across key dimensions. It provides indicators under human resource, material, and financial management, with corresponding weighted means and interpretations based on a 4-

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point Likert scale. The table is designed to evaluate the effectiveness and extent of management practices in promoting school efficiency, instructional quality, and overall institutional performance.

The data indicate that in the area of Human Resource Management, school heads performed very highly in delegating tasks, involving teachers in decision-making, ensuring discipline, and promoting teacher welfare, while other aspects such as organizing workshops, providing incentives, appraising staff, and orienting new members were rated high. This demonstrates that school leaders actively engage in practices that motivate staff, foster accountability, and create a participatory work environment. These actions likely contribute to teachers' professional growth and commitment to instructional tasks.

In Material and Financial Management, the findings show that school heads maintained a generally high standard across most indicators. Material management practices such as school cleanliness, maintenance, sourcing of materials, and provision of e-library facilities were rated high, with some indicators achieving very high marks, reflecting attention to creating a conducive learning environment. Financial management indicators, including budget preparation, fund generation, accountability, transparency, and cost-saving strategies, were consistently rated high, suggesting that school heads effectively prioritize school needs and ensure proper utilization of resources. Overall, the combined weighted mean of 3.88 indicates that management practices were observed at a high level, with several dimensions approaching very high standards.

The results imply that school heads exercised effective management across human

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resources, materials, and finances. The overall rating of 3.88, interpreted as high, suggests that school leaders consistently applied managerial skills to improve teacher performance, maintain school facilities, and manage financial resources responsibly. This implies that strong leadership practices foster an organized, motivated, and accountable school environment, which positively impacts teaching, learning, and stakeholder satisfaction.

Table 2
SCHOOL HEADS' STRATEGIC MANAGEMENT PRACTICES

Strategic Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Environmental Scanning	Regularly analyzes internal and external factors affecting the school	5.00	Very High
	Gather input from stakeholders (teachers, parents, community) to understand school needs	5.00	Very High
	Conduct SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for school planning	5.00	Very High
	Keep updated with policy changes and educational trends that impact school operations	5.00	Very High

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Strategic Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Review school data to identify performance gaps	4.88	Very High
Goal Setting	Set clear, measurable goals aligned with the school's vision and mission	5.00	Very High
	Involve the school community in goal-setting processes	5.00	Very High
	Ensure school goals are realistic and time-bound	5.00	Very High
	Communicate strategic goals effectively to all stakeholders	5.00	Very High
	Revise goals based on new data or changing circumstances	4.88	Very High
Strategy Formulation	Develop strategies that address the goals and identified issues	4.88	Very High
	Prioritize actions that have the most significant impact on school outcomes	5.00	Very High
	Align resources and personnel with strategic objectives	4.88	Very High
	Consider alternative approaches and contingency plans	5.00	Very High
	Collaborate with department heads to formulate strategies	5.00	Very High

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Strategic Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Implementation and Monitoring	Create action plans to implement the school's strategic goals	5.00	Very High
	Assign roles and responsibilities clearly during implementation	5.00	Very High
	Regularly monitor progress toward strategic goals	5.00	Very High
	Use data to evaluate the effectiveness of implemented strategies	4.88	Very High
	Adjust plans when necessary to ensure successful outcomes	4.88	Very High
	Overall Weighted Mean		4.96

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High / Strongly Agree / Highly Observed
- 3.26 – 4.20 = High / Agree / Moderately Observed
- 2.51 – 3.25 = Moderate / Neutral / Fairly Observed
- 1.76 – 2.50 = Low / Disagree / Less Observed
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This table presents School Heads' Strategic Management Practices, highlighting the various strategic management dimensions implemented by school leaders, including environmental scanning, goal setting, strategy formulation, and implementation and monitoring. The table lists specific indicators for each strategic dimension along with their weighted means and interpretations based on a 5-point Likert scale. It is designed to evaluate how school heads employ strategic management practices to enhance school performance, ensure alignment with institutional goals, and promote stakeholder engagement in achieving school objectives.

The data reveal that in the Environmental Scanning dimension, school heads consistently demonstrated very high performance in analyzing internal and external factors, gathering input from stakeholders, conducting SWOT analyses, keeping updated with policy changes, and reviewing school data to identify performance gaps. This indicates that school administrators are proactive in understanding the school environment, anticipating challenges, and ensuring that decisions are data-driven. In the Goal Setting dimension, all indicators received very high ratings, showing that school heads effectively set clear, measurable, and realistic goals, involve the school community in goal formulation, communicate these goals, and revise them as necessary based on performance data or changing circumstances. These practices ensure that school objectives are both strategic and achievable.

In terms of Strategy Formulation, school heads were observed to develop strategies that address key goals, prioritize impactful actions, align resources, consider alternatives, and collaborate with department heads, all rated very high. This demonstrates a structured

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approach to translating school goals into actionable plans. Finally, in Implementation and Monitoring, the indicators show that school heads consistently create action plans, assign roles clearly, monitor progress, use data to evaluate strategy effectiveness, and adjust plans as needed, reflecting a strong commitment to ensuring that strategic objectives are achieved. Collectively, these high ratings across all dimensions illustrate that school leaders employ a comprehensive, systematic, and effective approach to strategic management.

The results imply that school heads exercised exemplary strategic management practices. With an overall weighted mean of 4.96, interpreted as very high, the result implies that school leaders not only formulate clear and realistic goals but also monitor, evaluate, and adjust strategies effectively to achieve optimal school performance. This implies that effective strategic management is critical in aligning school resources, engaging stakeholders, addressing performance gaps, and sustaining continuous improvement within the school.

TABLE 3

PARENTAL INVOLVEMENT IN CHILD’S EDUCATION

Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
1. It is difficult to find time to be actively involved in my child’s education	2.88	High
2. It is the teacher’s full responsibility to educate my child	3.50	Very High

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Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
3. I got overwhelmed trying to understand educational programs and procedures especially during this pandemic	2.25	Moderate
4. I spend several hours trying to help my child understand her modules	4.00	Very High
5. My child gets an excessive number of modules every day and I don't have time to help	1.88	High
6. I always check my child's work to make sure it is correctly done	4.00	Very High
7. I have difficult time understanding my child's modules enough to make sure it is correct	2.75	Moderate
8. My child receives too much modules every night	1.88	High
9. I am always willing to help my child complete his/her modules	3.75	Very High
10. I was the one responsible in getting and retrieving the modules of my child	4.00	Very High
11. I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed	2.13	Moderate
12. My involvement in my child's education motivates him/her to finish the modules	4.00	Very High
13. I seek help from the teacher every time I find difficulty in assisting my child's module	3.63	Very High

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Indicator	Weighted Mean	Interpretation (4-Point Likert Scale)
14. Teachers at my school encourage parents to guide our child in completing his/her modules	4.00	Very High
15. I cannot help my child on his/her modules because I do not know	1.75	High
16. I attended capacity building to enhance my knowledge in assisting my child	3.88	Very High
17. I believe that my child is equipped with the knowledge to answer his/her modules independently	3.00	High
18. My child cannot work on his/her module without my assistance	2.25	Moderate
19. I don't have time helping my child with his/her modules	3.50	Very High
20. I talk with other parents frequently about educational issues	3.50	Very High
Overall Weighted Mean	3.16	High

Legend (4-Point Likert Scale):

- 3.26 – 4.00 = Very High / Always Observed
- 2.51 – 3.25 = High / Often Observed
- 1.76 – 2.50 = Moderate / Sometimes Observed
- 1.00 – 1.75 = Low / Rarely Observed

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This table presents Parental Involvement in Child’s Education, highlighting the extent to which parents actively participate in their children’s learning activities. The table lists various indicators reflecting parents’ engagement, including monitoring of modules, understanding educational programs, assisting with learning, and collaborating with teachers, alongside weighted means and interpretations based on a 4-point Likert scale. The table aims to provide insight into the level of parental support in facilitating children’s education and the challenges they encounter in fulfilling this role.

The data reveal that parents frequently engage in activities that directly support their child’s learning, such as spending several hours helping with modules, checking their child’s work, assisting in module retrieval, motivating children to finish tasks, seeking help from teachers, and attending capacity-building sessions. These indicators were mostly interpreted as very high, indicating that parents consistently dedicate time and effort to support their children academically. On the other hand, some challenges were noted, including difficulty finding time, feeling overwhelmed by educational procedures, and limited knowledge regarding lesson content, which were interpreted as moderate or high. These findings suggest that while parental involvement is strong in several areas, certain barriers hinder consistent engagement, particularly in understanding complex materials or managing excessive modules.

Examining the overall pattern, the results indicate that parents demonstrated a generally high level of involvement in their child’s education, with an overall weighted mean of 3.16, interpreted as high. The result implies that parents are largely committed to supporting their children’s learning, ensuring modules are completed correctly, and

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collaborating with teachers. The result also implies that while challenges exist, particularly in time management and understanding lesson content, parents still play an essential role in motivating and assisting their children, contributing positively to academic outcomes.

TABLE 4

TEACHERS' PERFORMANCE BASED ON COT (PPST)

Teaching Dimension	Indicator	Weighted Mean	Interpretation (7-Point Likert Scale)
Content Knowledge and Application	Apply knowledge of content within and across curriculum teaching areas (1.1.2)	6.0	Very High
Teaching Strategies	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy (1.4.2)	6.0	Very High
	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	5.57	High
Classroom Management	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments (2.3.2)	5.86	Very High

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Teaching Dimension	Indicator	Weighted Mean	Interpretation (7-Point Likert Scale)
	Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments (2.6.2)	6.0	Very High
Differentiated Instruction	Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences (3.1.2)	5.57	High
Lesson Planning	Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts (4.1.2)	5.86	Very High
Teaching Resources	Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals (4.5.2)	5.86	Very High
Assessment Practices	Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements (5.1.2)	6.0	Very High

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Teaching Dimension	Indicator	Weighted Mean	Interpretation (7-Point Likert Scale)
Overall Weighted Mean		5.83	Very High

Legend (7-Point Likert Scale):

- 6.01 – 7.00 = Very High / Outstanding Performance
- 5.01 – 6.00 = High / Strong Performance
- 4.01 – 5.00 = Moderate / Average Performance
- 3.01 – 4.00 = Low / Below Average Performance
- 1.00 – 3.00 = Very Low / Poor Performance

This table presents Teachers' Performance Based on COT (PPST), highlighting how teachers perform across multiple teaching dimensions according to specific indicators. Using a 7-point Likert scale, the table provides a weighted mean for each indicator, categorizing performance as Very High, High, Moderate, Low, or Very Low. The dimensions assessed include Content Knowledge and Application, Teaching Strategies, Classroom Management, Differentiated Instruction, Lesson Planning, Teaching Resources, and Assessment Practices, providing a comprehensive overview of teachers' instructional effectiveness.

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In examining the Content Knowledge and Application dimension, teachers received a weighted mean of 6.0 for applying knowledge within and across curriculum areas, which is interpreted as Very High. This result suggests that teachers are proficient in leveraging their subject expertise to enhance learning across disciplines. Within Teaching Strategies, the use of strategies that improve literacy and numeracy achievement also received a Very High rating of 6.0, indicating strong implementation in foundational learning skills. Meanwhile, applying strategies that develop higher-order thinking skills earned a slightly lower score of 5.57, categorized as High, which implies that while teachers are effective in fostering critical and creative thinking, there is room for further enhancement.

For Classroom Management, teachers demonstrated strong capability, with a Very High rating of 5.86 in managing classroom structure to engage learners in meaningful activities and 6.0 in maintaining positive behavior through constructive, non-violent discipline. In Differentiated Instruction, the weighted mean of 5.57 (High) reflects teachers' efforts to tailor learning experiences according to learners' needs, interests, and strengths, yet suggesting potential for more consistent individualized approaches. The Lesson Planning dimension, including planning, managing, and implementing developmentally sequenced lessons, received a Very High rating of 5.86. Similarly, Teaching Resources utilization and Assessment Practices earned Very High scores of 5.86 and 6.0, respectively, showing that teachers effectively select and integrate resources and employ diagnostic, formative, and summative assessments aligned with curriculum goals.

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The overall weighted mean of teachers' performance is 5.83, which falls within the Very High category. The result implies that teachers consistently demonstrate strong performance across most dimensions, particularly in content knowledge, classroom management, assessment practices, and resource utilization. Even in areas with slightly lower scores, such as higher-order thinking and differentiated instruction, performance remains solid, reflecting teachers' capability to support learning effectively while highlighting areas for continued professional growth.

TABLE 5

TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' MANAGEMENT PRACTICES AND STRATEGIC MANAGEMENT PRACTICES

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Management Practices (HR, Material, Financial) and Strategic Management Practices	0.85	9.62	0.404	Reject Ho	Significant Relationship (Strong Positive)

This table presents the Test of Relationship Between School Heads' Management Practices and Strategic Management Practices, which examines whether managerial competencies in human resource, material, and financial management are associated with the

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implementation of strategic management practices in schools. The table provides the Pearson correlation coefficient, the computed t-value, the critical table value at a 0.05 significance level, the decision on the null hypothesis, and the interpretation of the relationship between the two variables. Its aim is to determine the strength and direction of the association between effective school management and strategic planning practices.

The data indicate a strong positive relationship between school heads' management practices and their strategic management practices. The correlation suggests that when school heads effectively manage human resources, instructional materials, and financial resources, they are also more likely to engage in robust strategic planning processes such as environmental scanning, goal-setting, strategy formulation, implementation, and monitoring. This demonstrates that competent administrative practices are closely aligned with strategic leadership, implying that managerial effectiveness underpins the ability to plan, organize, and implement school strategies successfully.

Further, the computed t-value exceeded the critical table value, leading to the rejection of the null hypothesis. This statistical outcome confirms that the observed strong positive relationship is significant and not due to chance. The result implies that school heads who exhibit strong management practices are likely to demonstrate highly effective strategic management practices. The overall finding underscores the importance of integrating sound managerial functions with strategic leadership to achieve school improvement and enhanced organizational performance.

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The result implies that effective managerial practices are instrumental in facilitating strategic decision-making, aligning resources with school objectives, and promoting goal-oriented outcomes. By fostering a strong link between management and strategy, school heads can ensure that their schools operate efficiently, maintain high academic standards, and respond proactively to internal and external challenges. The overall strong positive correlation highlights that professional competence in management is a foundational driver of strategic effectiveness within educational institutions.

TABLE 6

TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' STRATEGIC MANAGEMENT PRACTICES AND TEACHERS' PERFORMANCE (COT/PPST)

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Strategic Management Practices and Teachers' Performance	0.81	4.322	1.214	Reject Ho	Significant Relationship (Strong Positive)

This table presents Table 6 on the Test of Relationship Between School Heads' Strategic Management Practices and Teachers' Performance (COT/PPST), which examines the statistical relationship between the strategic management practices employed by school heads and the performance of teachers based on the Classroom Observation Tool aligned with the Philippine Professional Standards for Teachers (PPST). Using Pearson's r correlation and a

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significance test at the 0.05 level, the table provides insight into whether the leadership strategies of school heads significantly influence the effectiveness of teachers in implementing various teaching dimensions, including content knowledge, teaching strategies, classroom management, differentiated instruction, lesson planning, teaching resources, and assessment practices.

The analysis shows that the correlation coefficient (r) between school heads' strategic management practices and teachers' performance is 0.81, which indicates a strong positive relationship. The computed t -value of 4.322 exceeds the table value of 1.214 at the 0.05 significance level, leading to the rejection of the null hypothesis. This suggests that the implementation of strategic management practices by school heads is highly associated with the quality of teachers' performance, particularly in areas where structured guidance, resource allocation, monitoring, and instructional support are critical. In practical terms, this result highlights that teachers are more likely to excel in content delivery, classroom management, assessment, and differentiated instruction when supported by effective leadership practices.

Further discussion of the table emphasizes that the strong positive correlation implies that school heads' strategic initiatives, such as planning, decision-making, resource management, and teacher mentoring, have a direct impact on the instructional performance of teachers. The significance of this relationship underscores that teacher effectiveness is not solely dependent on individual competence but is also influenced by the organizational and leadership environment within the school. The alignment between leadership practices and

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teacher performance reflects a systemic approach to improving student learning outcomes and fostering professional growth.

The result implies that strategic management practices of school heads play a critical role in enhancing teachers' instructional effectiveness. Specifically, the strong positive relationship indicates that when school heads actively implement structured planning, provide instructional support, and facilitate professional development, teachers demonstrate higher performance in content knowledge and application (6.0, Very High), teaching strategies for literacy and numeracy (6.0, Very High) and higher-order thinking (5.57, High), classroom management (5.86–6.0, Very High), differentiated instruction (5.57, High), lesson planning (5.86, Very High), teaching resources (5.86, Very High), and assessment practices (6.0, Very High). The overall weighted mean of teacher performance is 5.83, categorized as Very High. The result implies that effective leadership is instrumental in achieving consistently high teacher performance across multiple instructional dimensions, and that sustained support from school heads reinforces both professional growth and student achievement.

CONCLUSION

Based on the results of this study, this table presents Table 6: Test of Relationship Between School Heads' Strategic Management Practices and Teachers' Performance (COT/PPST), which examines the relationship between the leadership strategies of school heads and teachers' instructional effectiveness. The findings indicate a strong positive correlation, highlighting that strategic management practices—such as planning, decision-

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making, resource allocation, instructional support, and professional development—
significantly enhance teacher performance across various teaching dimensions. This implies
that teacher effectiveness is not solely determined by individual competence but is strongly
influenced by the quality of leadership within the school. Consequently, fostering effective
school leadership is essential for promoting high-quality teaching, supporting professional
growth, and ultimately improving student learning outcomes.

RECOMMENDATION

The Teachers should actively engage with school heads in implementing school programs, adhere to instructional guidance, provide feedback on strategic initiatives, and participate in professional development activities to enhance teaching performance and learner outcomes.

The School Heads should continuously develop and strengthen their managerial competence in human resource, material, and financial management, and consistently apply strategic planning practices to create a supportive and organized school environment that promotes teacher performance and parental involvement.

The Public Schools District Supervisor should monitor and support school leadership initiatives, provide capacity-building programs for school heads, and ensure that strategic management practices are aligned with district goals to improve overall school effectiveness.

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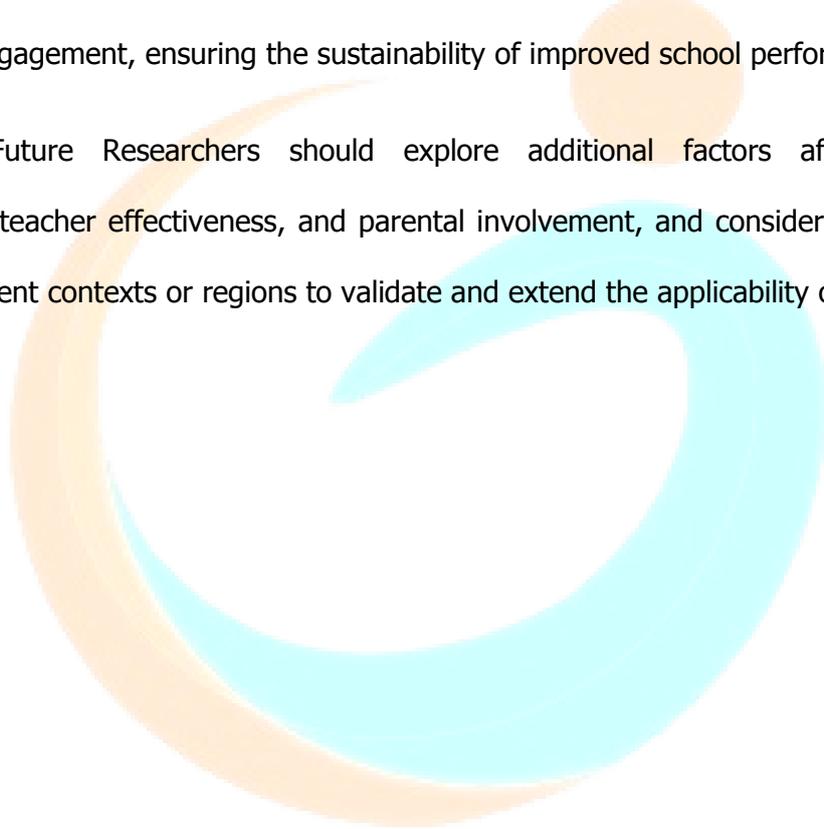
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The Parents should actively participate in their child’s education by assisting with learning activities, attending school programs, maintaining communication with teachers and school heads, and supporting strategic initiatives that enhance their child’s academic progress.

The Researcher should use the findings to develop programs or interventions that further strengthen the link between managerial competence, strategic planning, and teacher and parent engagement, ensuring the sustainability of improved school performance.

The Future Researchers should explore additional factors affecting school performance, teacher effectiveness, and parental involvement, and consider expanding the study to different contexts or regions to validate and extend the applicability of the findings.



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The author was born on July 1, 1982 in Palompon, Leyte, Philippines. She completed her elementary education at Palompon South Central School and her secondary education at Palompon Institute of Technology. She earned her Bachelor's Degree in Bachelor of Science in Home Economics, Education and Technology from Palompon Institute of Technology in 2003 as Cum Laude. She later pursued her graduate studies and obtained units in the degree of MA in Elementary Education at Palompon Institute of Technology. She is currently finishing her second graduate school course, Master's degree of Arts in Education major in School Administration and Supervision at Western Leyte College in Ormoc City.

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requirements for her Master's degree and in support of improving educational practices and school performance.



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