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## **SCHOOL HEADS' SUPPORT AND LEARNING MATERIALS PROVISION IN RELATION TO TEACHER COMPETENCE AND STUDENT ACADEMIC PERFORMANCE**

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### **ABSTRACT**

This study determined the significant relationship between the School Heads' Support and Learning Materials Provision in Relation to Teacher Competence and Student Academic Performance. A proposed Instructional Supervisory plan was formulated based on the result of the study. The study utilized a correlational research design to examine the relationship between school heads' support and learning materials provision and their effect on teacher competence and learners' academic performance. Through the collection of quantitative data via structured questionnaires administered to teachers across selected public schools, the study aimed to identify patterns and the strength of associations among the variables. This design allowed for the determination of whether higher levels of support and availability of instructional materials provided by school heads corresponded to increased teacher competence and improved student academic outcomes.

The Test of Relationship examines the correlation between School Heads' Support and Learning Materials Provision and three outcome variables: Teacher I–III COT results, Master

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Teacher I–IV COT results, and Learners’ Academic Performance. The analysis determines whether significant relationships exist among these variables and whether the null hypothesis should be accepted or rejected.

The results reveal a strong positive and significant relationship between School Heads’ Support and Learning Materials Provision and Teacher I–III COT. This indicates that higher levels of school heads’ support and the provision of learning materials are associated with higher performance ratings among Teacher I–III. Similarly, a significant strong positive relationship was observed between School Heads’ Support and Learning Materials Provision and Master Teacher I–IV COT, suggesting that master teachers’ instructional performance is likewise positively influenced by leadership support and resource availability. Furthermore, the relationship between School Heads’ Support and Learning Materials Provision and Learners’ Academic Performance also showed a strong positive and significant association, indicating that learners’ achievement is enhanced when teachers receive consistent support and adequate instructional materials.

Overall, the findings consistently demonstrate strong positive correlations across all three outcome variables. The result implies that increased school heads’ support and the provision of learning materials are strongly associated with improved teacher performance—both for Teacher I–III and Master Teacher I–IV—as well as enhanced learners’ academic outcomes. These findings imply that effective leadership, coupled with sufficient instructional resources, plays a crucial role in strengthening teaching competence and positively impacting student learning.

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**Keywords:** *Support and Learning Materials Provision, Teachers' Competence, Academic Performance, Students*

## INTRODUCTION

School heads play a pivotal role in the academic success of both teachers and students by providing guidance, support, and essential resources. School heads' capacity-building initiatives, such as professional development, mentoring, coaching, and training, directly influence teacher competence by equipping educators with the necessary skills and confidence to deliver quality instruction. Equally important is the provision of adequate learning materials, which enables teachers to implement lessons effectively and engage students in meaningful learning activities. When teachers receive both managerial support and instructional resources, they are more likely to innovate in the classroom, adopt best teaching practices, and maintain a high level of professionalism. This, in turn, enhances student academic performance as learners benefit from well-planned lessons, interactive activities, and consistent access to learning tools.

According to Aala, Buenvenida, Tan, Yazon, and Manaig (2023), in their study "Relationship of School Heads' Managerial Competencies for Promoting Positive Teacher Resilience in the New Normal," the authors surveyed 503 elementary teachers in Laguna and found that school heads' managerial support—including coaching, mentoring, and professional development—was significantly correlated with teacher effectiveness and resilience. Their findings also highlighted that teachers who received adequate support and resources

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demonstrated higher engagement in the classroom, suggesting a direct link between leadership practices and student learning outcomes.

The researcher recognizes that teacher competence and student academic performance are closely linked to the support and resources provided by school heads. Based on personal experience, the researcher observed that when school leaders actively provide mentoring, training, and instructional materials, teachers demonstrate greater confidence, adopt innovative teaching strategies, and maintain higher engagement with their students. This experience reinforces the belief that leadership support and resource provision are essential for creating an effective teaching-learning environment. Exploring this topic through research will allow the researcher to identify specific areas where school heads' interventions positively impact teacher competence and student outcomes, as well as highlight gaps that may need attention.

Several challenges have been noted, First, insufficient instructional resources in some schools limit the effectiveness of teaching and reduce student engagement. Teachers are often forced to improvise, which can compromise lesson quality and learning outcomes. Second, capacity-building programs provided by school heads are sometimes misaligned with teachers' actual needs, leading to minimal impact on teacher competence. Third, certain teachers struggle to implement new curriculum strategies or teaching methods due to inadequate guidance or mentoring, which affects the quality of instruction and students' learning experiences. Finally, the combination of limited resources, insufficient support, and gaps in teacher competence can negatively affect student academic performance, as learners

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become less motivated and engaged when lessons are poorly supported or delivered inconsistently. These issues provide the impetus for the present study, which aims to examine how school heads' support and provision of learning materials influence teacher competence and student academic performance.

This study is pursued to provide empirical evidence that links school leadership practices and resource provision to teacher competence and student academic performance. By investigating these relationships, the research seeks to inform school leaders, policymakers, and educational stakeholders about effective strategies for supporting teachers and improving student outcomes.

This study determined the significant relationship between the School Heads' Support and Learning Materials Provision in Relation to Teacher Competence and Student Academic Performance. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of School Heads' Support and Learning Materials Provision in terms of the following:
  - 1.1 Leadership guidance;
  - 1.2 Capacity building support;
  - 1.3 Learning Materials provision; and
  - 1.4 Administrative & Emotional Support?

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2. What is the level of teachers performance in terms of COT?
  3. What is the Academic performance of the Elementary Pupils?
  4. Is there a significant relationship between the following:
    - 4.1. School Heads' Support and Learning Materials Provision and;
    - 4.2. Teachers performance in COT and academic performance of the Elementary Pupils?
  5. What instructional supervisory plan can be proposed based on the findings of the study?

## Statement of Hypothesis

H0 – There is no significant relationship between the following:

- a. School Heads' Support and Learning Materials Provision and
- b. Teachers performance in terms COT and academic performance of the Elementary Pupils.

## METHODOLOGY

**Design.** The study utilized a correlational research design to examine the relationship between school heads' support and learning materials provision and their effect on teacher competence and learners' academic performance. Through the collection of quantitative data via structured questionnaires administered to teachers across selected public schools, the study aimed to identify patterns and the strength of associations among the variables. This design allowed for the determination of whether higher levels of support and availability of

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instructional materials provided by school heads corresponded to increased teacher competence and improved student academic outcomes.

The main locale of the study was in Sta. Cruz & Kilim Elementary Schools. The respondents of the study is the School Head, 21 teachers and 31 learners. The research instrument for this study was a structured questionnaire divided into two parts: Part I measured School Heads' Support and Learning Materials Provision, and Part II is a Classroom Observation Tool (COT) designed for Teacher I-III and Master Teacher I-IV, to assess classroom teaching performance and competence. Part I questionnaire uses a four-point Likert scale (1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Always). It includes four indicators—Leadership Guidance, Capacity-Building Support, Learning Materials Provision, and Administrative & Emotional Support—each with five items evaluating how school heads provided instructional direction, professional development, adequate learning resources, and emotional/administrative support. Part II contained eight observable indicators for Teacher I-III and four observable indicators for Master Teacher I-IV aligned with professional teaching standards, focusing on content knowledge, use of ICT, teaching strategies, communication skills, classroom environment, learner motivation, and responsiveness to learners with diverse and special educational needs. Each indicator is rated using a numerical scale ranging from 3 to 7 for Teacher I-III and 4 to 8 for Master Teacher I-IV, with higher scores indicating good teaching performance. This instrument was designed to capture comprehensive data on the support and resources provided by school heads and how these factors related to teacher

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competence, enabling analysis of their potential impact on teaching effectiveness and student academic performance.

The proposed instructional supervisory Plan was taken based on the findings of the study.

**Sampling** The respondents of the study is the School Head, 21 teachers and 31 learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure.** To gather the necessary data within one month (30 days), the researcher sought permission from the office of the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter was given to the Public-School District Supervisor, School Principal, and to the teachers under their supervision. The researcher distributed the survey questionnaires to the school administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The data were collated and submitted to appropriate statistical analysis.

**Ethical Issues.** The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly

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voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean employed to determine the School Heads' Support and Learning Materials Provision in Relation to Teacher Competence and Learners Academic Performance

Pearson r Moment Correlation Coefficient used to determine the significant relationship between the School Heads' Support and Learning Materials Provision in Relation to Teacher Competence and Learners Academic Performance.

## RESULTS AND DISCUSSION

**TABLE 1**

**SCHOOL HEADS' SUPPORT AND LEARNING MATERIALS PROVISION**

Dimension	Indicator	Weighted Mean	Interpretation
Leadership Guidance	Provides clear guidance in implementing teaching strategies	3.71	Frequently
	Conducts regular meetings to support instructional needs	3.67	Frequently

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Dimension	Indicator	Weighted Mean	Interpretation
	Provides feedback to improve teaching performance	3.62	Frequently
	Motivates teachers to achieve teaching goals	3.57	Frequently
	Addresses teachers' classroom concerns promptly	3.57	Frequently
<b>Capacity-Building Support</b>	Organizes trainings and workshops for professional growth	3.52	Frequently
	Provides mentoring or coaching sessions	3.52	Frequently
	Aligns capacity-building programs with teachers' needs	3.67	Frequently
	Encourages attendance in seminars and PD programs	3.62	Frequently
	Uses evaluation of training outcomes to enhance practice	3.57	Frequently
<b>Learning Materials Provision</b>	Provides sufficient textbooks and instructional materials	3.38	Fairly Often
	Updates learning resources regularly	3.43	Frequently
	Guides teachers on effective use of materials	3.48	Frequently

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Dimension	Indicator	Weighted Mean	Interpretation
	Ensures availability of supplementary materials	3.52	Frequently
	Provides materials for diverse learning needs	3.43	Frequently
<b>Administrative &amp; Emotional Support</b>	Fosters a supportive environment that reduces stress	3.57	Frequently
	Recognizes and appreciates teachers' efforts	3.57	Frequently
	Supports teachers in problem-solving and decision-making	3.52	Frequently
	Facilitates administrative tasks for instructional focus	3.57	Frequently
	Encourages open communication with teachers	3.62	Frequently
	<b>Grand Mean</b>	<b>3.56</b>	<b>Frequently</b>

Legend

- 3.26 – 4.00 = Frequently
- 2.51 – 3.25 = Fairly Often
- 1.76 – 2.50 = Sometimes
- 1.00 – 1.75 = Once in a while

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This table presents the level of School Heads' Support and Learning Materials Provision across four key dimensions: Leadership Guidance, Capacity-Building Support, Learning Materials Provision, and Administrative & Emotional Support. The indicators were assessed using weighted means and interpreted based on the given descriptive scale. The results reflect teachers' perceptions of how frequently school heads provide instructional leadership, professional development opportunities, adequate learning resources, and administrative as well as emotional support.

Under Leadership Guidance, all indicators were interpreted as Frequently, with weighted means ranging from 3.57 to 3.71. The highest rating was "Provides clear guidance in implementing teaching strategies" (3.71), followed by "Conducts regular meetings to support instructional needs" (3.67), and "Provides feedback to improve teaching performance" (3.62). Both "Motivates teachers to achieve teaching goals" and "Addresses teachers' classroom concerns promptly" obtained 3.57. These findings suggest that school heads consistently demonstrate strong instructional leadership and maintain active engagement in guiding teachers' classroom practices.

For Capacity-Building Support, all indicators were likewise rated Frequently. "Aligns capacity-building programs with teachers' needs" received the highest mean (3.67), while "Encourages attendance in seminars and PD programs" obtained 3.62. "Organizes trainings and workshops for professional growth" and "Provides mentoring or coaching sessions" both garnered 3.52, and "Uses evaluation of training outcomes to enhance practice" received 3.57.

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In terms of Learning Materials Provision, four indicators were rated Frequently, namely "Updates learning resources regularly" (3.43), "Guides teachers on effective use of materials" (3.48), "Ensures availability of supplementary materials" (3.52), and "Provides materials for diverse learning needs" (3.43). However, "Provides sufficient textbooks and instructional materials" received a slightly lower mean of 3.38, interpreted as Fairly Often. Under Administrative & Emotional Support, all indicators were rated Frequently, with means ranging from 3.52 to 3.62. The highest was "Encourages open communication with teachers" (3.62), while "Fosters a supportive environment that reduces stress," "Recognizes and appreciates teachers' efforts," and "Facilitates administrative tasks for instructional focus" each obtained 3.57, and "Supports teachers in problem-solving and decision-making" received 3.52.

The overall grand mean of 3.56 (Frequently) indicates that school heads generally provide consistent and substantial support in leadership, professional development, resource provision, and emotional and administrative assistance. The result implies that teachers perceive school heads as actively involved in promoting instructional effectiveness and professional growth. Although the provision of sufficient textbooks and instructional materials (3.38) was relatively lower compared to other indicators, it still falls within a positive frequency level, suggesting that material resources are generally accessible but may require further enhancement. Overall, the findings imply that sustained leadership engagement and structured support systems contribute to a supportive teaching environment conducive to improved instructional performance.

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**TABLE 2**

**CLASSROOM OBSERVATION TOOL (COT) RESULTS FOR TEACHER I–III**

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Applies knowledge of content within and across curriculum teaching areas	<b>7.00</b>	Outstanding
Ensures positive use of ICT to facilitate teaching and learning	<b>7.00</b>	Outstanding
Uses varied teaching strategies to enhance literacy and numeracy achievement	<b>7.00</b>	Outstanding
Uses effective verbal and non-verbal communication strategies	<b>7.00</b>	Outstanding
Maintains a supportive learning environment that inspires learners	<b>7.00</b>	Outstanding
Applies strategies that motivate learners to work productively	<b>7.00</b>	Outstanding
Designs and implements strategies responsive to learners with disabilities, giftedness, and talents	<b>6.95</b>	Outstanding
Plans and delivers strategies responsive to learners in difficult circumstances	<b>6.95</b>	Outstanding

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Indicator	Weighted Mean	Interpretation
Grand Mean	6.99	Outstanding

### Legend (COT Rating Scale)

- **6.50 – 7.00** = Outstanding
- **5.50 – 6.49** = Very Satisfactory
- **4.50 – 5.49** = Satisfactory
- **3.50 – 4.49** = Fairly Satisfactory
- **2.50 – 3.49** = Needs Improvement
- **NO** = Not Observed

This table presents the Classroom Observation Tool (COT) Results for Teacher I–III, highlighting the level of teaching performance across key instructional indicators. The results are measured using the COT rating scale, where scores between 6.50 and 7.00 are interpreted as Outstanding. The table reflects teachers’ demonstrated competencies in content knowledge, instructional strategies, communication skills, learner engagement, inclusivity, and responsiveness to diverse learning needs.

The findings reveal that six indicators obtained a perfect weighted mean of 7.00, interpreted as Outstanding. These include: “Applies knowledge of content within and across curriculum teaching areas” (7.00), “Ensures positive use of ICT to facilitate teaching and

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learning” (7.00), “Uses varied teaching strategies to enhance literacy and numeracy achievement” (7.00), “Uses effective verbal and non-verbal communication strategies” (7.00), “Maintains a supportive learning environment that inspires learners” (7.00), and “Applies strategies that motivate learners to work productively” (7.00). These results indicate that Teacher I–III consistently demonstrate mastery of subject matter, effectively integrate technology, apply diverse teaching strategies, communicate clearly, foster positive classroom environments, and actively motivate learners.

Meanwhile, two indicators received slightly lower yet still Outstanding ratings of 6.95: “Designs and implements strategies responsive to learners with disabilities, giftedness, and talents” (6.95) and “Plans and delivers strategies responsive to learners in difficult circumstances” (6.95). Although marginally lower than the other indicators, these ratings still fall within the highest performance bracket, signifying that teachers are highly capable of implementing inclusive and differentiated instruction to address diverse learner needs. The minimal variation in scores reflects a consistently high level of instructional competence among Teacher I–III.

The overall grand mean of 6.99 (Outstanding) indicates exemplary teaching performance based on the Classroom Observation Tool standards. The result implies that Teacher I–III demonstrate exceptional proficiency across all measured domains, including content mastery, ICT integration, varied instructional strategies, effective communication, learner motivation, inclusive practices, and responsiveness to challenging learning contexts. Since all indicators fall within the Outstanding range (7.00 and 6.95), the findings imply that

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teachers consistently meet and even exceed professional teaching standards, contributing positively to learner engagement and academic achievement.

**TABLE 3**

**CLASSROOM OBSERVATION TOOL (COT) RESULTS FOR MASTER TEACHER I-IV**

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
Modelled effective applications of content knowledge within and across curriculum teaching areas	<b>8.00</b>	Outstanding
Promoted effective strategies in the positive use of ICT to facilitate teaching and learning	<b>8.00</b>	Outstanding
Displayed a wide range of effective verbal and non-verbal communication strategies to support learner understanding, participation, engagement, and achievement	<b>8.00</b>	Outstanding
Modelled successful strategies and supported colleagues in promoting motivating learning environments	<b>8.00</b>	Outstanding
<i>Grand Mean</i>	<b>8.00</b>	<b>Outstanding</b>

*Legend*

- **7.50 – 8.00** = Outstanding
- **6.50 – 7.49** = Very Satisfactory

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- **5.50 – 6.49** = Satisfactory
- **4.50 – 5.49** = Fairly Satisfactory
- **3.50 – 4.49** = Needs Improvement
- **NO** = Not Observed

This table presents the Classroom Observation Tool (COT) Results for Master Teacher I–IV, reflecting the performance level of master teachers across key instructional leadership and advanced teaching competencies. Using the COT rating scale where 7.50–8.00 is interpreted as Outstanding, the table highlights how master teachers model content expertise, integrate ICT effectively, demonstrate advanced communication skills, and support colleagues in fostering motivating learning environments.

The results show that all four indicators obtained a perfect weighted mean of 8.00, interpreted as Outstanding. Specifically, “Modelled effective applications of content knowledge within and across curriculum teaching areas” received 8.00, indicating exemplary mastery and interdisciplinary application of subject matter. Likewise, “Promoted effective strategies in the positive use of ICT to facilitate teaching and learning” also garnered 8.00, demonstrating strong leadership in integrating technology to enhance instruction. These findings affirm that Master Teacher I–IV consistently exhibit the highest standards of instructional competence and innovation in classroom practices.

Similarly, “Displayed a wide range of effective verbal and non-verbal communication strategies to support learner understanding, participation, engagement, and achievement” received a weighted mean of 8.00, while “Modelled successful strategies and supported

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colleagues in promoting motivating learning environments” also obtained 8.00. These results emphasize not only the master teachers’ advanced communication and engagement skills but also their significant role in mentoring and guiding fellow teachers. The uniformity of scores suggests consistently exceptional performance across all observed domains.

The overall grand mean of 8.00 (Outstanding) indicates exemplary and distinguished teaching performance among Master Teacher I–IV. The result implies that master teachers consistently model effective content knowledge (8.00), promote positive ICT integration (8.00), demonstrate advanced communication strategies (8.00), and lead colleagues in fostering motivating learning environments (8.00). With all indicators achieving the highest possible rating within the scale, the findings imply that Master Teacher I–IV not only meet but exceed professional standards, serving as instructional leaders and role models within their schools.

**TABLE 4**

**SUMMARY OF LEARNERS’ ACADEMIC PERFORMANCE (2nd Quarter)**

Grade Level	Number of Learners	Mean Grade	Interpretation
Grade 1	4	87.35	Very Satisfactory
Grade 2	4	88.90	Very Satisfactory
Grade 3	8	91.94	Outstanding
Grade 4	5	91.40	Outstanding
Grade 5	5	88.50	Very Satisfactory
Grade 6	5	93.20	Outstanding

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Grade Level	Number of Learners	Mean Grade	Interpretation
<b>Grand Mean</b>		<b>90.48</b>	<b>Outstanding</b>

This table presents the Table 4. Summary of Learners’ Academic Performance (2nd Quarter), showing the mean grades and performance interpretations of learners from Grade 1 to Grade 6. The table highlights the number of learners per grade level, their corresponding mean grades, and the descriptive performance rating. The results provide an overview of the overall academic standing of learners during the second quarter grading period.

The data reveal that Grade 1 (4 learners) obtained a mean grade of 87.35, interpreted as Very Satisfactory, while Grade 2 (4 learners) achieved a mean of 88.90, also interpreted as Very Satisfactory. In contrast, Grade 3 (8 learners) posted a higher mean grade of 91.94, interpreted as Outstanding, and Grade 4 (5 learners) followed closely with a mean of 91.40, likewise Outstanding. These results indicate stronger academic performance among learners in Grades 3 and 4 compared to Grades 1 and 2 during the second quarter.

Moreover, Grade 5 (5 learners) recorded a mean grade of 88.50, interpreted as Very Satisfactory, while Grade 6 (5 learners) achieved the highest mean grade of 93.20, interpreted as Outstanding. Among all grade levels, Grade 6 demonstrated the strongest academic performance, whereas Grade 1 showed the lowest mean grade, though still within a commendable rating. Overall, three grade levels (Grades 3, 4, and 6) attained Outstanding performance, while three grade levels (Grades 1, 2, and 5) achieved Very Satisfactory ratings.

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The overall grand mean of 90.48 (Outstanding) indicates a high level of learners' academic achievement during the second quarter. The result implies that learners across grade levels generally performed excellently, with Grade 1 (87.35, Very Satisfactory), Grade 2 (88.90, Very Satisfactory), Grade 3 (91.94, Outstanding), Grade 4 (91.40, Outstanding), Grade 5 (88.50, Very Satisfactory), and Grade 6 (93.20, Outstanding) all demonstrating strong academic outcomes. The findings imply that instructional practices and academic support mechanisms in place may have positively contributed to learners' academic success, particularly in the higher grade levels where Outstanding ratings were more evident.

**TABLE 5**

**Test of Relationship**

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Support & Learning Materials Provision and Teacher I-III COT	0.82	5.12	0.404	Reject Ho	Significant Relationship (Strong Positive)
School Heads' Support & Learning Materials Provision and Master Teacher I-IV COT	0.85	4.97	0.404	Reject Ho	Significant Relationship (Strong Positive)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Support & Learning Materials Provision and Learners' Academic Performance	0.79	4.58	0.404	Reject Ho	Significant Relationship (Strong Positive)

This table presents Table 5. Test of Relationship, which examines the correlation between School Heads' Support and Learning Materials Provision and three outcome variables: Teacher I–III COT results, Master Teacher I–IV COT results, and Learners' Academic Performance. Using Pearson's *r*, computed *t*-values, and a table value at 0.05 level of significance, the table determines whether significant relationships exist among the variables and whether the null hypothesis (*H*<sub>0</sub>) should be accepted or rejected.

The results reveal a strong positive and significant relationship between School Heads' Support & Learning Materials Provision and Teacher I–III COT, with an *r*-value of 0.82, a computed *t*-value of 5.12, which is higher than the table value of 0.404. Since the computed *t* exceeds the critical value, the null hypothesis was rejected. This indicates a statistically significant strong positive relationship, meaning that higher levels of school heads' support and provision of learning materials are associated with higher COT performance ratings among Teacher I–III.

Similarly, the relationship between School Heads' Support & Learning Materials Provision and Master Teacher I–IV COT yielded an *r*-value of 0.85, with a computed *t*-value

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of 4.97, also greater than the table value of 0.404. The null hypothesis was likewise rejected, indicating a significant strong positive relationship. Furthermore, the correlation between School Heads' Support & Learning Materials Provision and Learners' Academic Performance showed an r-value of 0.79, with a computed t-value of 4.58, again exceeding the table value of 0.404, leading to the rejection of the null hypothesis. This also signifies a strong positive and significant relationship. Among the three, the strongest correlation was observed with Master Teacher I–IV COT ( $r = 0.85$ ), followed by Teacher I–III COT ( $r = 0.82$ ), and Learners' Academic Performance ( $r = 0.79$ ).

Overall, the findings consistently demonstrate strong positive correlations ( $r = 0.82$ ,  $0.85$ , and  $0.79$ ), all with computed t-values (5.12, 4.97, and 4.58) greater than the critical table value of 0.404 at the 0.05 level of significance, resulting in the rejection of all null hypotheses. The result implies that increased school heads' support and improved provision of learning materials are strongly associated with enhanced teacher performance (both Teacher I–III and Master Teacher I–IV COT ratings) and improved learners' academic achievement. These findings imply that leadership support and adequate instructional resources play a crucial role in strengthening teaching effectiveness and positively influencing student outcomes.

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## CONCLUSION

Based on the results of this study, the table on the Test of Relationship examines the correlation between School Heads' Support and Learning Materials Provision and three outcome variables: Teacher I–III COT results, Master Teacher I–IV COT results, and Learners' Academic Performance. The findings reveal that school heads' support and the provision of learning materials are strongly and positively associated with teacher performance at both levels and with learners' academic achievement. This implies that consistent instructional leadership, coupled with adequate resources, significantly enhances teacher competence, fosters effective teaching practices, and contributes to improved student learning outcomes, highlighting the critical role of supportive school leadership in the overall success of the educational process.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Teachers – The teacher should actively utilize the support and learning materials provided by school heads to enhance instructional delivery, continuously improve their teaching strategies, and engage in professional development opportunities to further strengthen their competence and effectiveness in the classroom.

School Heads – The teacher should ensure consistent instructional leadership by providing clear guidance, regular feedback, mentoring, and adequate learning materials to

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teachers, fostering a supportive environment that promotes both teacher growth and improved student academic performance.

Public Schools District Supervisor – The teacher should coordinate with school heads to monitor and evaluate the implementation of instructional support and resource provision programs, ensuring that schools receive adequate guidance, supervision, and resources to maintain high standards of teaching and learning outcomes.

Parents – The teacher should actively support the school’s initiatives by encouraging learners to utilize available learning materials, participate in classroom activities, and maintain regular communication with teachers regarding their child’s academic progress, thereby reinforcing student performance at home.

Researcher – The teacher should disseminate the findings of this study to school stakeholders, highlighting the importance of instructional leadership and resource provision in improving teacher performance and learner outcomes, and provide practical recommendations for enhancing school support systems.

Future Researchers – The teacher should conduct further studies on instructional supervision, school leadership, and learning materials provision in varied contexts and grade levels to expand knowledge, validate findings, and explore additional strategies for improving teacher competence and student academic achievement.

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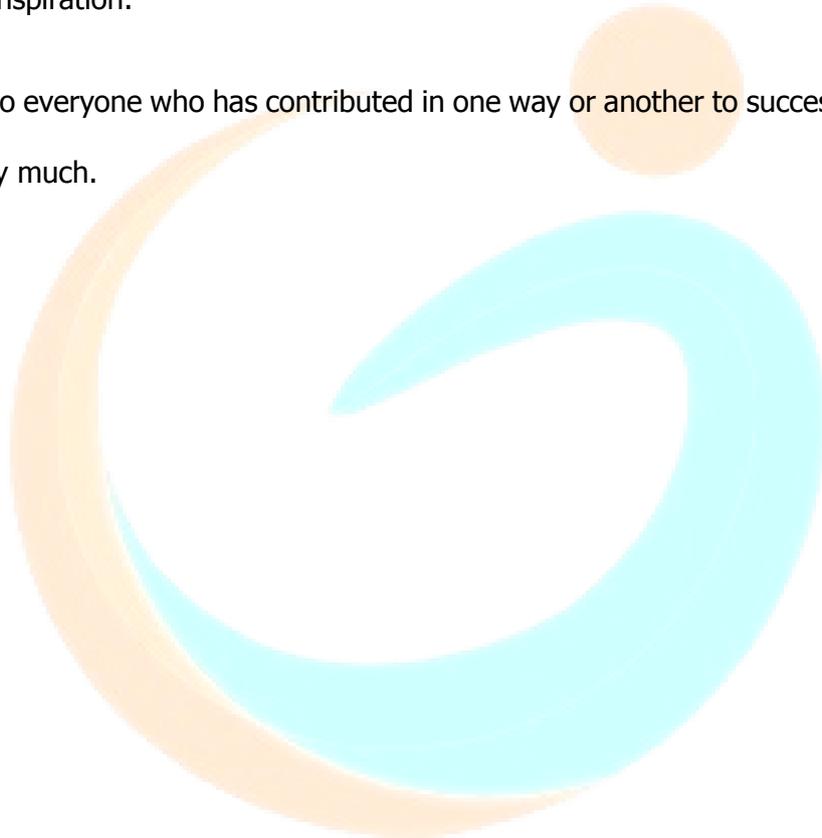
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Throughout her academic journey, she actively participated in school and community activities that enhanced her skills in leadership and teaching. She is a coordinator in School Monitoring Evaluation and Adjustment (SMEA) and Comprehensive Rapid Literacy Assessment (CRLA). She attended various seminars and trainings related to teaching strategies, assessment, and child development. Those areas awaken her to take administration and supervision as her field of specialization for master's degree. She is currently finishing her

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