



Bridging The Gap in School Leadership: Developing Management Competence and Supervisory Strategies for Improved Teacher Effectiveness

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Received : January 15, 2025

Revised : May 19, 2025

Accepted : May 22, 2025

Online : May 31, 2025

Abstract

Inadequate leadership can impede teachers' effectiveness and diminish the quality of education. This study delves into the influence of management competence and supervisory strategies on teachers' performance to unlock their potential for delivering quality education. Using a descriptive-correlational research design and a questionnaire checklist, we investigated the relationship between these variables across fourteen public schools in Dipolog City. Our findings revealed that while most administrators were highly competent, factors such as age, experience, and educational qualifications influenced performance in specific areas. Surprisingly, the number of training sessions attended did not significantly impact competence. Administrators frequently utilized classroom visitation and demonstration strategies, revealing a strong positive correlation between their level of competence and the implementation of these supervisory approaches. However, no significant relationship was found between administrators' competence and teacher performance, indicating the need for further investigation into factors affecting teachers' effectiveness.

Keywords: *Bridging The Gap, Management Competence, Supervisory Strategies, Teacher's Effectiveness*

INTRODUCTION

Effective school leadership requires a diverse set of competencies that enable them to foster a positive school environment, improve teaching performance, and enhance student outcomes. [Harris and Jones \(2023\)](#) assert that without a strong management foundation, school leaders struggle to align their practices with the educational and administrative goals of the institution, which may hinder progress and performance. This is a crucial attribute for school administrators to effectively lead their school organizations and achieve the desired outcomes for students, teachers, and the broader community.

A key responsibility of a school administrator is to set and uphold high standards and expectations for both teachers and students. This includes setting clear expectations for academic performance to achieve quality education. Additionally, school administrators are responsible for managing, evaluating, and supervising various procedures and programs within the school to align with the school's goals and objectives. [Masaudling \(2018\)](#) highlighted that specific leadership competencies serve as critical mediators in ensuring that supervisory strategies effectively translate into improved teacher job performance, underlining the necessity for administrators to develop these core competencies.

[Fritz and Miller \(2013\)](#), as cited by [Adanu et al. \(2019\)](#), stated that the responsibility for effective teaching and learning is realized when school administrators employ various supervisory strategies to enhance teachers' performance. [Ahmad et al. \(2013\)](#) suggest that supervision should not focus on inspecting or assessing teachers' performance but rather guide them towards a



technical process aimed at their continuous development. Beyond monitoring instructional practices and outcomes, school administrators should support teacher growth by advocating for professional advancement through training, workshops, and collaborative professional learning communities.

[Caguite and Ching \(2023\)](#) emphasize that school heads should continue employing strategies such as observation, demonstration, visitation, workshops, seminars, conferences, teacher guides, suggestions handbooks, professional journals, and in-service education. They also emphasize the need to cultivate an environment of mutual trust, integrity, loyalty, freedom, goodwill, responsibility, and self-direction within schools. In terms of fund allocation, the authors recommended that school heads analyze institutional needs collaboratively with stakeholders to ensure transparency, strategically distribute resources to enhance instructional effectiveness, and develop programs to secure additional funding for school improvement.

[Wenceslao et al. \(2018\)](#) further found that strong leadership capabilities and management competence among elementary administrators directly contribute to improved school performance, reinforcing the importance of these strategies.

[Mulyasa \(2013\)](#), stressed the two key factors that enable a leader to improve the quality of education. First, the leader satisfies the needs of his subordinates through the effectiveness of the job. Second, leaders provide the training, guidance, and support their teachers need. They highlight the importance of fostering a school environment grounded in mutual trust, integrity, loyalty, freedom, goodwill, responsibility, and self-direction. Within a school, management competence is necessary to enable every school administrator to guide their staff in the performance of their duties and functions under the school's mandate to obtain quality education.

School administrators are essential in enhancing educational quality and maintaining accountability in the management of school operations. However, there are some challenges encountered by the school administrator, such as a lack of managerial competence and supervisory strategies, which can hinder their ability to effectively provide technical assistance to the teachers in improving classroom instruction and learning outcomes. [Villamor \(2023\)](#) found that strong leadership styles, practices, and characteristics significantly influence management innovations in basic education settings, highlighting the importance of developing these competencies to address operational challenges.

[Nkwoh \(2011\)](#) stated that the school administrators must have a wide range of competencies to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and be able to do to improve school performance. However, school principals encounter challenges in school management that serve as obstacles to both school improvement and the enhancement of student outcomes.

[Day and Sammons \(2014\)](#) identify key school challenges: maintaining quality learning, balancing the curriculum, managing staff and resources, and fostering community partnerships for innovation. The study by [De Ramos and Briones \(2024\)](#) found that the service quality engagement of the institution is at an acceptable level of functioning. However, there is still room for improvement in all service quality dimensions, such as tangibility, assurance, responsiveness, and empathy. Furthermore, the findings indicated that there were no statistically significant differences between the evaluations of personnel and students regarding service quality. [Ezeugbor and Emere \(2017\)](#) found that discrepancies in perceptions between school leaders and teachers signal the need for enhanced managerial practices in supervision and service delivery. Consequently, it is imperative to conduct a study titled "Bridging the Gap in School Leadership: Developing Management Competence and Supervisory Strategies for Improved Teacher Effectiveness," which aims to address these challenges and enhance the efficacy of school leadership.

Theoretical Background

Administrative and supervisory roles of the school were adapted from a research study for which content validity indices and reliability coefficients were already obtained. The researcher only formatted the instrument considering its face validity, readability, and aesthetic value. A rating scale was added with corresponding qualitative descriptions.

Data Gathering Procedure

A letter from the researcher, with the approval of the adviser, was sent to the office of the Schools Division Superintendent of Dipolog City Division, requesting permission to gather data by administering the research instrument of the study in the secondary and integrated schools. A letter from the researcher, along with the approved letter from the Schools Division Superintendent, was sent to the secondary school administrators asking for approval to gather data by administering the research instrument of the study. The researcher personally administered the instrument to the respondents after receiving approval. The researcher reserved all the rights of respondents to understand and respond to the items in the questionnaire. However, to obtain an accurate interpretation of the respondents' answers, interviews were conducted to explain the gaps in the ratings of the items and the documents, considering that the items in the questionnaire were technical. After the respondents answered, the questionnaires were promptly retrieved. Following the retrieval, the responses were tallied, calculated, and interpreted using the statistical software.

Treatment of the Data

After the data were collected and consolidated by the researcher, the data were then treated for analysis in descriptive and inferential aspects. Frequency Counting and Percentage. These were utilized to identify the profile of the respondents in terms of sex, age, and length of service as administrators, educational qualification, and the number of management seminars and training attended. These were also used to quantify the respondents' responses along the school administrators' management competence, supervisory strategies, and teachers' performance. After the data were collected and consolidated by the researcher, the data were then treated for analysis in descriptive and inferential aspects. Frequency Counting and Percentage. These were utilized to identify the profile of the respondents in terms of sex, age, and length of service as administrators, educational qualification, and the number of management seminars and training attended. These were also used to quantify the respondents' responses along the school administrators' management competence, supervisory strategies, and teachers' performance ([Lepardo & Caingcoy, 2021](#)).

Percentages were calculated by dividing the frequency of each category by the total number of respondents. Weighted Mean. This method was employed to assess the school administrators' management competence, supervisory strategies, and teachers' performance. The formula was utilized to calculate the product of the weight of the scale and the frequency of each scale divided by the total number of respondents:

$$\text{Weighted Mean: } \Sigma = \frac{WX}{N}$$

Where:

Σ = Summation

X = Frequency of each scale

W = Weight of each scale

N = Total number of respondents

Mann-Whitney U Test. This was employed to test the significant difference in the school administrators' management competence when respondents were grouped according to sex. Computed U-value was obtained by the hereunder formula:

$$U_1 = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

Where R1 = sum of the ranks for group 1 and; R2 = sum of the ranks for group 2

$$H = \frac{12}{n(n+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} - 3(n+1)$$

Where k = the number of groups, n_j is the size of the j th group, R_j is the rank sum for the j th group, and n is the total sample size.

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where $d_i = R(X_i) - R(Y_i)$, is the difference between the two ranks of each observation, n is the number of observations

FINDINGS AND DISCUSSION

The study found that in secondary schools, female administrators outnumbered males, with 9 or 60% of administrators being female and 6 or 40% being male. The typical administrator was in the age range of 51-60 years old. The study further revealed that most school administrators, 46.7%, were relatively new to their positions, with 5 or fewer years of experience. In terms of educational qualifications, 3 or 20% of school administrators held doctoral degrees, and 6 or 40% held master's degrees. Most administrators had participated in 6-10 professional development seminars focused on management skills.

Table 1. Profile of the School Administrators

Sex	Frequency	Percentage
Male	6	40.0
	9	60.0
Female		
TOTAL	15	100.0
Age	Frequency	Percentage
30 or below	0	0
31 – 40	1	6.7
41 – 50	4	26.7
51 – 60	10	66.7
61 or over	0	0
TOTAL	15	100.0
Length of Service as Administrators	Frequency	Percentage
5 years or below	7	46.7
6 – 10 years	4	26.7

11 – 15 years	3	20.0
16 – 20 years	1	6.7
21 or over	0	0
TOTAL	15	100.0
Educational Qualification	Frequency	Percentage
Bachelor's Degree	0	0
Bachelor's Degree with MA units/CAR	2	13.3
Master's Degree	6	40.0
Master's Degree with doctoral units	4	26.7
Doctoral Degree	3	20.0
TOTAL	15	100.0
No. of Management Seminars and Training Attended	Frequency	Percentage
1 – 5 times	2	13.3
6 – 10 times	6	40.0
11 – 15 times	1	6.7
16 – 20 times	4	26.7
21 times or more	2	13.3
TOTAL	15	100.0

The study revealed that the level of school administrators' management competence across all indicators was rated as very highly competent, with a grand weighted mean of 4.50. This means that the school administrators possess a high level of management competence, with particular strengths in areas like planning, implementing, assessment, communication, supervision, community relations, staff development, and conflict management. The high ratings in all competence areas also imply that the administrators have a well-rounded skill set that allows them to handle the diverse responsibilities of their role and can effectively lead their schools, manage school operations, and support teachers in improving classroom instruction and student learning outcomes.

Table 2. The Level of School Administrators' Management Competence

Indicators	Grand Weighted Mean	Standard Deviation	Level/Implication
1. Planning	4.51	.634	Excellent/Very Highly Competent
2. Implementing	4.51	.630	Excellent/Very Highly Competent
3. Assessment	4.42	.695	Excellent/Very Highly Competent
4. Communication	4.53	.618	Excellent/Very Highly Competent
5. Supervision	4.54	.605	Excellent/Very Highly Competent
6. Community Relations	4.57	.590	Excellent/Very Highly Competent
7. Staff development	4.50	.654	Excellent/Very Highly Competent

Indicators		Grand Weighted Mean	Standard Deviation	Level/Implication
8. Conflict Management		4.45	.736	Excellent/Very Highly Competent
Overall Weighted Mean		4.50	.645	Excellent/Very Highly Competent
1.00 – 1.80	Poor/Not Competent	1.81 – 2.60	Fair/Less Competent	
2.61 – 3.40	Good/Moderately Competent	3.41 – 4.20	Very Good/Highly Competent	

The results reveal that there is no significant difference in school administrators' management competence in all eight indicators when grouped according to sex. The p-values for all the competence indicators are greater than the significance level of 0.05, indicating that the null hypothesis cannot be rejected. The findings indicate that the school administrators demonstrate a consistent level of management competence regardless of whether they are male or female. Their abilities to plan, implement, assess, communicate, supervise, build community relations, develop staff, and manage conflicts are not influenced by their gender. This implies that the school administrators are evaluated and recognized based on their professional capabilities rather than their sex. It reflects an equitable and merit-based approach to assessing and developing the management competencies of school leaders.

Table 3. The Difference in the School Administrators' Management Competence when Grouped According to Sex

Management Competence	U-Value	P-Value	Interpretation	Decision on H_0
Planning	6056.500	.137	Not Significant	Do not reject
Implementing	5997.500	.112	Not Significant	Do not reject
Assessment	6608.000	.722	Not Significant	Do not reject
Communication	6293.500	.319	Not Significant	Do not reject
Supervision	6265.500	.290	Not Significant	Do not reject
Community Relations	6314.000	.326	Not Significant	Do not reject
Staff Development	6193.000	.216	Not Significant	Do not reject
Conflict Management	6246.500	.264	Not Significant	Do not reject

The study's findings indicate that there is a significant difference in school administrators' management competence when grouped according to age for the following competence indicators such as planning, implementing, and assessment. This means that the school administrators' management competence in planning, implementing, and assessing differs significantly based on their age. On the other hand, the study examined various indicators of school administrators' management competence, including communication, supervision, community relations, staff development, and conflict management. The results revealed that there is no significant difference between the school administrators' management competence when grouped according to their age. In other words, the age of the school administrators does not impact their ability to communicate effectively, supervise, engage with stakeholders, train teachers, or resolve conflicts. This means that the administrators' competence in these areas does not differ significantly based on their age.

The findings further revealed that the school administrators' age plays a role in their competence related to planning, implementing, and assessment. Older administrators may have more experience and expertise in these areas compared to their younger counterparts. However,

age does not seem to be a significant factor in the administrators' communication, supervision, community relations, staff development, and conflict management skills. The age of school administrators does not seem to be a significant factor in their ability to communicate, supervise, engage in support of the stakeholders, train teachers, and resolve conflicts.

Table 4. The Difference in the School Administrators' Management Competence when Grouped According to Age

Management Competence	H-Value	P-Value	Interpretation	Decision on H_o
Planning	9.444	.009	Significant	Reject
Implementing	7.087	.029	Significant	Reject
Assessment	6.905	.032	Significant	Reject
Communication	3.389	.184	Not Significant	Do not reject
Supervision	5.420	.067	Not Significant	Do not reject
Community Relations	4.663	.097	Not Significant	Do not reject
Staff Development	5.341	.069	Not Significant	Do not reject
Conflict Management	5.169	.075	Not Significant	Do not reject

The findings indicate that there is a significant difference in school administrators' management competence when grouped according to their length of service as administrators. These are planning, implementation, assessment, communication, community relations, staff development, and conflict management. This means that experienced school administrators are characterized by their ability to implement, communicate, plan, develop others, assess, engage stakeholders, and resolve conflicts between teachers and non-teaching staff. This could be attributed to the accumulated knowledge, skills, and practical experience that administrators gain over time in their roles. Longer-serving administrators may have had more opportunities to develop and refine these competencies through job experience, professional development, and exposure to diverse school management challenges.

Furthermore, there is no significant difference in school administrators' management competence when grouped according to the length of service under supervision. This suggests that school administrators' management competence is not associated with the length of service under supervision.

Table 5. The Difference in the School Administrators' Management Competence when Grouped According to Length of Service as Administrator

Management Competence	H-Value	P-Value	Interpretation	Decision on H_o
Planning	14.094	.003	Significant	Reject
Implementing	9.291	.026	Significant	Reject
Assessment	7.833	.050	Significant	Reject
Communication	10.140	.017	Significant	Reject
Supervision	3.945	.268	Not Significant	Do not reject
Community Relations	9.511	.023	Significant	Reject
Staff Development	8.453	.038	Significant	Reject
Conflict Management	8.423	.038	Significant	Reject

The study revealed a significant difference in school administrators' management competence when grouped according to educational qualifications in supervision. This means

that the administrators' competence in supervision differs significantly based on their educational attainment. The school administrators with higher educational attainment, such as doctoral degrees, may have more advanced knowledge and skills in supervising teachers and school operations. Additionally, there was no significant difference in management competence when administrators were grouped based on educational qualifications in planning, implementation, assessment, communication, community relations, staff development, and conflict management. This suggests that educational qualifications were not associated with the seven management competence indicators for school administrators.

Table 6. The Difference in the School Administrators' Management Competence when Grouped According to Educational Qualification

Management Competence	H-Value	P-Value	Interpretation	Decision on H_o
Planning	3.881	.275	Not Significant	Do not reject
Implementing	2.464	.482	Not Significant	Do not reject
Assessment	6.103	.107	Not Significant	Do not reject
Communication	.964	.810	Not Significant	Do not reject
Supervision	8.551	.036	Significant	Reject
Community Relations	3.555	.314	Not Significant	Do not reject
Staff Development	6.071	.108	Not Significant	Do not reject
Conflict Management	3.895	.273	Not Significant	Do not reject

The study found that there is no statistically significant difference in the school administrators' management competence when grouped according to the number of management seminars and training attended across all the competence indicators. This means that the number of management seminars and training courses attended is not a reliable indicator of differences in management competence. It is possible that the seminars and training attended by the administrators cover a wide range of topics, and the number alone does not necessarily translate into improved competence in specific areas like planning, implementing, assessment, communication, supervision, community relations, staff development, and conflict management. Targeted training programs that address specific competency gaps may be more effective in enhancing the administrators' skills, and providing opportunities for hands-on practice, mentoring, and feedback can also contribute to the development of management competencies.

Table 7. The Difference in the School Administrators' Management Competence when Grouped According to the No. Management Seminars and Training Attended

Management competence	H-value	P-value	Interpretation	Decision on H_o
Planning	6.261	.180	Not Significant	Do not reject
Implementing	2.125	.713	Not Significant	Do not reject
Assessment	1.721	.787	Not Significant	Do not reject
Communication	3.706	.447	Not Significant	Do not reject
Supervision	2.961	.564	Not Significant	Do not reject
Community Relations	2.845	.584	Not Significant	Do not reject
Staff Development	3.108	.540	Not Significant	Do not reject
Conflict Management	5.817	.213	Not Significant	Do not reject

The study revealed that the extent of use of school administrators' supervisory strategies

was rated as strongly agree or to a great extent, with a grand weighted mean of 3.68. This means that school administrators always use supervisory strategies to enhance the performance of teachers and non-teaching personnel. This implies that school administrators are consistently using supervisory strategies, such as classroom visitation and demonstration strategy, which can ultimately contribute to enhanced teaching and learning outcomes.

Table 9. The Relationship Between the School Administrators' Management Competence and the Extent of Use of School Administrators' Supervisory Strategies Along Classroom Visitation Strategy

Indicators	Computed ρ	P-Value	Interpretation
Planning and Classroom Visitation	.561	.000	Large/High Positive Correlation/Significant
Implementing and Classroom Visitation	.617	.000	Large/High Positive Correlation/Significant
Assessment and Classroom Visitation	.550	.000	Large/High Positive Correlation/Significant
Communication and Classroom Visitation	.584	.000	Large/High Positive Correlation/Significant
Supervision and Classroom Visitation	.592	.000	Large/High Positive Correlation/Significant
Community Relations and Classroom Visitation	.597	.000	Large/High Positive Correlation/Significant
Staff Development and Classroom Visitation	.653	.000	Large/High Positive Correlation/Significant
Conflict Management and Classroom Visitation	.605	.000	Large/High Positive Correlation/Significant

The study reveals that there is a significant relationship between school administrators' management competence and the extent of use of school administrators' supervisory strategies, along with demonstration strategy. This means that the school administrators who demonstrate high competencies in key areas such as planning, implementing, assessment, communication, supervision, community relations, staff development, and conflict management are more likely to effectively utilize demonstration as a supervisory strategy. These findings indicate that developing administrators' management competencies can enhance their ability to model effective teaching practices and provide valuable feedback to teachers through demonstration-based supervision, highlighting the importance of cultivating well-rounded leadership skills among school leaders.

Table 10. The Relationship Between the School Administrators' Management Competence and the Extent of Use of School Administrators' Supervisory Strategies Along the Demonstration Strategy

Variables	Computed ρ	P-Value	Interpretation
Planning and Demonstration Strategy	.517	.000	Large/High Positive Correlation/Significant

Variables	Computed ρ	P-Value	Interpretation
Implementing and Demonstration Strategy	.547	.000	Large/High Positive Correlation/Significant
Assessment and Demonstration Strategy	.507	.000	Large/High Positive Correlation/Significant
Communication and Demonstration Strategy	.541	.000	Large/High Positive Correlation/Significant
Supervision and Demonstration Strategy	.557	.000	Large/High Positive Correlation/Significant
Community Relations and Demonstration Strategy	.596	.000	Large/High Positive Correlation/Significant
Staff Development and Demonstration Strategy	.616	.000	Large/High Positive Correlation/Significant
Conflict Management and Demonstration Strategy	.604	.000	Large/High Positive Correlation/Significant

The study revealed that the majority of secondary school teachers received a “very satisfactory” rating, while 48 teachers received an outstanding rating. The data indicates that the overall level of teachers' performance is very satisfactory, with the average weighted value of 4.20. The high percentage of outstanding ratings further indicates that a significant portion of teachers are performing at an exceptional level. The findings suggest that school administrators can focus on maintaining and further enhancing the high level of teachers' performance, potentially through continued professional development, regular provision of technical assistance, and recognition of outstanding performance.

Table 11. The Level of Teachers' Performance

Numerical Rating	Range of Values	Frequency	Adjectival Rating/Implication
5	4.500 – 5.000	48	Outstanding
4	3.500 – 4.499	184	Very Satisfactory
3	2.500 – 3.499	1	Satisfactory
2	1.500 – 2.499	0	Unsatisfactory
1	Below 1.499	0	Poor
TOTAL		233	-
Average Weighted Value		4.20	Very Satisfactory
Standard Deviation		.413	-

The study findings indicate that there is no significant relationship between school administrators' management competence and teachers' performance. Despite both groups receiving high ratings, the management competence of administrators does not impact teachers' performance. Consequently, the provision of management support practices by administrators does not significantly affect teachers' performance, even when management competence is high. However, further investigation is needed to identify other factors related to administrators' management skills that may influence teachers' performance.

Table 12. The Relationship Between the School Administrators' Management Competence and the Level of Teachers' Performance

Variables	Computed ρ	P-Value	Interpretation
Planning and Teachers' Performance	.016	.806	Not Significant
Implementing and Teachers' Performance	.008	.902	Not Significant
Assessment and Teachers' Performance	.023	.731	Not Significant
Communication and Teachers' Performance	.011	.867	Not Significant
Supervision and Teachers' Performance	.021	.754	Not Significant
Community Relations and Teachers' Performance	.013	.841	Not Significant
Staff Development and Teachers' Performance	.066	.313	Not Significant
Conflict Management and Teachers' performance	.061	.352	Not Significant

CONCLUSIONS

This study concludes that school administrators in public secondary schools in the Dipolog City Division are predominantly female, relatively older, have less experience in school management, professional development is a priority, especially among the administrators, and they are very highly competent in their management in achieving positive outcomes.

On the other hand, school administrators' gender and number of management seminars attended do not significantly impact their overall competence, their age, length of service, and educational qualifications in specific areas play a role in shaping their abilities, highlighting the importance of practical experience, targeted professional development, and a merit-based approach to evaluating and developing school leaders' management skills. The school administrators' consistent use of supervisory strategies, such as classroom visitation and demonstration, contributes to enhanced teaching instruction and student outcomes.

Classroom visitation and demonstration strategies were widely employed by administrators, showing a strong positive correlation with their competence. Additionally, teachers' performance was rated as very satisfactory, but the study did not find a direct impact of school administrators' management competence on teachers' performance.

The results of this study emphasize the importance of effective leadership in promoting teacher effectiveness and enhancing the quality of education. While management competence and supervisory strategies play a crucial role in school leadership, further research is needed to explore the complex factors influencing teachers' performance.

LIMITATION & FURTHER RESEARCH

The findings of the study are limited to the public secondary school administrators in the Schools Division of Dipolog City, which limits generalizability to other school divisions, educational levels, or private institutions. The reliance on personally disclosed information and quantitative measures may fail to capture the intricate qualitative insights into leadership practices or the

unique contextual challenges encountered by school administrators. Additionally, the descriptive-correlational design limits the ability to determine the causal relationships between variables such as management competence and teacher performance. The lack of direct correlation between school administrators' competence and teachers' performance may also indicate a ceiling effect, as teachers were already rated "very satisfactory," leaving little room for improvement. The study did not account for external factors, such as school resources, stakeholders' engagement, or teacher motivation, which could influence outcomes independently of administrative practices. These limitations highlight the need for methodological expansion and contextual diversity in future research.

To address these constraints and build upon the current findings, the following directions are recommended for future research. Future studies should widen the scope geographically and demographically to include various educational landscapes and leadership approaches. Longitudinal research could monitor changes in school administrators' management competence and their long-term impact on teacher performance. The triangulation method that combines surveys, interviews, and observations may provide a deeper understanding of how supervisory strategies like demonstration and classroom visitation contribute to academic improvements. Exploring external variables, such as socio-economic factors, allocation of resources, and school environment, could also clarify their role in influencing leadership effectiveness. Additionally, examining why gender and management training show not significance—despite the influence of age and experience—could guide the development of more equitable and targeted training programs for school leaders. Replicating the study in settings where teacher performance is not uniformly high might further emphasize the connections between school administrators' management competence and instructional outcomes. Incorporating these recommendations could strengthen the explanatory power of future studies and lead to more evidence-based strategies for improving education leadership.

Furthermore, future researchers may consider integrating comparative approaches that examine public versus private institutions, rural versus urban settings, or developing versus developed regional contexts to uncover context-sensitive leadership models. Investigating the influence of digital leadership competencies and adaptive leadership frameworks in post-pandemic educational environments may also yield relevant insights, especially as schools increasingly rely on technology-integrated systems. Additionally, mixed-method designs can illuminate the experiential narratives behind quantitative patterns, revealing the subjective realities of both school administrators and teachers. The evolving demands on educational leadership—ranging from crisis management to inclusive policy implementation—require that future inquiries adopt multidimensional perspectives. By embedding cultural, technological, psychological, and policy-related dimensions into the framework of analysis, scholars can craft a richer, more practical foundation to guide leadership training and decision-making in schools. These expansions will not only refine the applicability of leadership theories in educational settings but also enhance the responsiveness of school systems to diverse and dynamic challenges.

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