THE INSTRUCTIONAL LEADERSHIP PRACTICES, TEACHERS' MANAGEMENT APPROACHES, AND COMPETENCE IN SCHOOLS DIVISION OFFICE OF CABUYAO CITY

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ABSTRACT

This descriptive correlational research study aimed to analyze the correlation of instructional leadership practices of instructional supervisors, teachers' management approaches and level of teachers' competence in SDO Cabuyao City. Specifically, the study attempted to explain the association between two or more variables without making any claims or any assumptions regarding causality. The researcher used a researcher-made survey questionnaire validated by pool of experts in language, research and statistics. The respondents for this study consisted of teachers both in elementary and secondary schools in District 1 of SDO Cabuyao City. Proportional allocation formula was utilized to distribute respondents across different schools. Out of 297 total population in District I, Teacher – respondents restricted to the predetermined sample size of 103 in elementary school, 83 in junior high school and 13 in senior high school with a total of 199 respondents in District I of SDO Cabuyao City for SY 2024-2025. Pearson's correlation was used to analyze the correlation between instructional leadership practices, management strategies, and the level of competence of teachers. Results indicated that there was no correlation between instructional leadership practices and management practices, with an r-value of 0.062 and a p-value of 0.378, meaning that the correlation was negligible. Likewise, there was no correlation between instructional leadership practices and teachers' competence, with an r-value of 0.023 and a p-value of 0.747. It is, however, revealed that there was a significant correlation between management approaches and teachers' competence, as indicated by an r-value of 0.178 with a p-value of 0.011, which implied a low yet significant correlation. These results implied that instructional leadership practices might lack a direct statistical relationship with teachers' competence but that effective management approaches helped improve teacher effectiveness. This strengthened the call for greater incorporation of instructional leadership practices in teacher education programs.

Keywords: instructional leadership, teachers' management approaches, competence, practices, Philippines

METHODS

Research Design

The objective of the study is to analyze the proficiency of instructional supervisors in the City Schools Division of Cabuyao in terms of their instructional supervisory skills and teachers' management approaches and competence. Additionally, the study attempted to examine the link among these variables. This study utilized a descriptive correlational research approach that attempted to explain the association between two or more variables without making any

claims or any assumptions regarding causality. The methodology required the gathering and examination of data on many factors to ascertain the presence of a correlation between them, without making any assumptions about causality (Bhat, 2024). It involved to observing, documenting, analyzing, and interpreting the current characteristics, composition or processes of events. According to Scott (2022), A descriptive survey research design is a systematic and structured approach to collecting data from a sample of individuals or entities within a larger population, with the primary aim of providing a detailed and accurate description of the characteristics, behaviors, opinions, or attitudes that exist within the target group. This method involves the use of surveys, questionnaires, interviews, or observations to collect data, which is then analyzed and summarized to draw conclusions about the population of interest.

Sources of Data

To collect the necessary data and served as the main source of primary data for this study, the researcher utilized a researcher-made survey questionnaire specifically designed for this purpose administered to teachers for the school year 2024-2025 in the City Schools Division of Cabuyao.

Population of the Study

The respondents for this study composed of teachers both in elementary and secondary schools in District 1 of SDO Cabuyao City. Out of 297 total population in District I, Teacher - respondents restricted to the predetermined sample size of 103 in elementary school, 83 in junior high school and 13 in senior high school with a total of 199 respondents in District I of SDO Cabuyao City for SY 2024-2025.

The researcher utilized Proportional allocation formula to distribute respondents across different schools using Stratified technique sampling. It is a sampling technique used in research to distribute respondents across different strata or subgroups of a population in a way that is proportional to the size of each subgroup. This method helps ensure that each subgroup is represented according to its actual proportion in the population.

Instrumentation and Validation

The researcher used a researcher-made survey questionnaire and divided it into three parts. The first part based on the instructional leadership practices of instructional supervisors in terms of goal, vision, curriculum and technology. The second part focused on the management approaches of teacher as to records management, school facilities and evaluation tools. The final part of the questionnaire explored the level of teachers' competence pertaining to teaching pedagogies, professional development and community engagement.Since it is a questionnaire designed for research, the research instrument submitted for validation to a panel of experts in language, research and statistics. Their suggestions and recommendations would be of big help to improve the research instrument. Upon finalization of the research instrument, it would submit to Schools Division Superintendent to seek permission and approval for the conduct dissemination of the questionnaires. The researcher sought the assistance of an expert for theChronbach alpha tomeasure the reliability of a set of items or variables of instructional leadership practices, teachers' management approaches and competence.

Evaluation and Scoring

To assess the instructional leadership practices, teachers' management approaches and level of teachers competence, the Four-Point Likert Scale Mean Range will be used:

Numerical Rating	Mean Ranges	Categorical Response	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree	Very High
3	2.50 - 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

Source: Alico, J., &Guimba, W. (2015)

Data Gathering Procedure

The researcher sought permission and approval to Schools Division Superintendent for the conduct of the research. Upon obtaining the approval from Office of SDS, the researcher requested permission from District 1 School Heads to begin data gathering of the study.Utmost caution was observed to handle the acquired data, guaranteeing confidentiality of the gathered data and used solely for research purposes only. Since the researcher used Google Forms which is an online questionnaire that requires an internet connection, participants were given ample time to complete it to ensure the survey's efficacy. The researcher's personal contact number and email address included in the letter to the respondents to assist them in answering the form if they had any questions.

Statistical Treatment of Data

For the statistical treatment of the data, the researcher sought assistance from the expert, the statistician in utilizing the weighted mean and ranking, pearson r moment correlation coefficient and stepwise regression analysis. The following statistical tests were used in the study:

1. Weighted mean and ranking was used to describe the respondents' a) level of instructional leadership practices of instructional supervisors in terms of goal, vision, curriculum and technology; b) level of management approaches of teachers as to records management, school facilities and evaluation tools; c) level of teachers' competence pertaining to teaching pedagogies, professional development and community engagement.

2. Pearson r Moment Correlation Coefficient will be used to measure the relationship between the a) the level of instructional leadership practices of instructional supervisors and the level of management approaches of teachers, b) the level of instructional leadership practices of instructional supervisors and level of teachers' competence; and c) the level of teachers' management approaches and the level of teachers' competence.
3. Stepwise regression analysis will be conducted to establish the predictive ability of the level of instructional leadership practices of instructional supervisors and level of management approaches of teachers; and the level of teachers' competence.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

1. The Instructional Leadership Practices of the Instructional Supervisors in SDO Cabuyao City

Table 5
Summary Table of the Instructional Leadership Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Goal	3.96	Very High	4
2.Vision	3.98	Very High	1.5

3.Curriculum	3.98	Very High	1.5
4.Technology	3.97	Very High	3
Overall Weighted Mean	3.97	Very High	

Table 5 shows that Vision and Curriculum have the highest ranks among the instructional leadership practices, both with a weighted mean of 3.98 and rank of 1.5. These are measures that suggest that school leaders perform best in conveying and aligning the vision of the school as well as organizing curriculum-related operations. Their scores highlight the value of a visionary and organized curriculum in shaping teaching and learning. Such excellence in these areas reflects a commitment to creating a shared direction for the school. These practices set a robust foundation for overall instructional leadership.

Technology is also a middle-ranked dimension presented in Table 5, where its weighted mean is 3.97 and its rank is 3. The indicator reveals that technology integration is highly understood among instructional leadership practices. It indicates the work done by leaders to integrate digital tools in instruction and planning curriculum. A balanced practice in technology helps schools to catch up with changing educational practices. This mid-level ranking indicates that although technology is necessary for inclusion, it is supplementing the stronger vision and curriculum areas.

Conversely, the Goal dimension is ranked lowest of the four, with a weighted mean of 3.96 and a rank of 4. While still extremely high, this rating reflects a slightly lower priority placed on goal-setting than on other practices. The evidence implies that school leaders are generally doing well but that there is limited scope for improvement in setting and sharing explicit goals. Highlighting goal-setting even more can help to create even more specific expectations and more focused school improvement. Although it is lowest ranked, its performance is still in the top category, demonstrating overall strength in leadership.

The overall weighted average for the practices of instructional leadership is 3.97, which refers to a constantly very high level of performance along all the aspects. This grand score depicts the fact that the school leaders successfully incorporate vision, curriculum, technology, and setting goals in their practices. The findings support Aureada (2021) findings, which place a lot of emphasis on instructional practices with high clarity in driving student achievement. Furthermore, Mc Brayer et al. (2020) have demonstrated that successful instructional leadership forecasts leadership self-efficacy, thus corroborating these findings. Collectively, these findings support the assertion that a high-performing and balanced model of instructional leadership is essential for academic excellence.

2. The Management Approaches of Teacher – Respondent

Table 9
Summary Table of the Management Approaches

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Records management	4.19	Very High	2
2.School facilities	4.41	Very High	1
3.Evaluation tools	4.09	Very High	3
Overall Weighted Mean	4.23	Very High	

Table 9 presents that the most highly ranked management strategy is school facilities, with a weighted mean of 4.41 and rank of 1. School facilities cover the quality and accessibility of physical resources available for teaching and learning. They include areas like proper maintenance, functionality, and overall condition. Good performance in this dimension means that schools are actually putting high priority on their infrastructure requirements. This emphasis on physical infrastructure is of paramount importance in improving the overall learning environment.

The table further indicates that records management is a robust dimension, with a weighted mean of 4.19 and a rank of 2. This aspect captures how well schools manage documents, record-keeping, and the organized management of school information. Proper records management is necessary for decision-making and accountability. Its very high rating indicates that schools are gravitating towards more effective practices. The strength in this area supports better administrative processes and improves overall operational efficiency.

Conversely, the lowest ranked management strategy is the utilization of evaluation tools, with a weighted mean of 4.09 and a rank of 3. Although rated very high, this is slightly lower than the other dimensions and represents an area for potential development. Evaluation tools encompass a range of instruments for measuring academic progress and teacher performance. They are imperative to the degree that they assure alignment of instructional methods and student outcomes with the objectives of schools. Although being the weakest of the three, the performance here is still sound and trustworthy.

The total weighted mean for management strategies is 4.23. The total score clearly shows that schools perform well in having good quality facilities, maintaining records effectively, and applying evaluation tools to guide instructional practices efficiently. Efficient management strategies are crucial in overcoming fiscal problems and increasing the performance of organizations (Skackauskiene 2022). In addition, effective record and evaluation management play an important role in enhanced teaching and learning outcomes, as evident from studies highlighting the significance of such practices (Amaefule&Eshiet 2021). Both these findings highlight that effective management strategy is essential for educational excellence.

3. Level of Teachers' Competence

Table 13
Summary Table on the Level of Teachers' Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Teaching pedagogies	4.63	Very High	3
2.Professional development	4.94	Very High	1
3.Community engagement	4.85	Very High	2
Overall Weighted Mean	4.81	Very High	

Table 13 shows that Professional Development is the top-ranked teacher competency dimension to teach pedagogies with weighted mean = 4.94 and rank = 1. The indicator denotes teachers' involvement in ongoing learning through trainings, workshops, conferences, and mentoring. It means that the teachers are not just aware of the different professional development activities but are also eager to improve their teaching practices. This top ranking is a testament to the dedication of teachers to keep abreast with future trends and to evolve

their teaching methodologies. Their involvement in extrinsic growth activities is a cornerstone on which they base their overall teaching abilities. The table also indicates that the middle-ranked theme is Community Engagement, weighing in at a score of 4.85 with a ranking of 2. This domain identifies teachers attempting to engage with external stakeholders like parents and organizations outside the school community in undertaking activities and influencing school decision-making. It confirms that teachers view support from beyond the school setting as critical towards actualizing goals at the school as well as improving student results. Involving the community not only increases accountability but also creates a support network for students. The high performance in this dimension reflects that teachers hold collaborative partnerships as an essential part of their teaching ability.

By contrast, Teaching Pedagogies ranked the lowest of the three with a weighted mean of 4.63 and is in third place. While still graded very highly, it is actually lower than the other two. This implies that teachers are sufficiently familiar with several pedagogies, but improvement can be done through greater innovation or integration of these practices in everyday teaching. It can show a dependence on old practice as well as newer practices, which could be further enhanced. The performance is good and indicates a good understanding of effective teaching practices.

The weighted mean for Teachers' Competence in Teaching Pedagogies is 4.81, which points to a universally very high competence level in each of the competencies. The composite indicator presents that Filipino teacher are highly professional in professional development, community relations, and deployment of diverse methods of teaching. Such a high level of competence is necessary in order to adapt international education systems such as those promoted under Education for All and incorporate evolving multimodal pedagogical approaches (Okabe, 2013). Furthermore, shifting to innovative, problem-oriented pedagogic methods has been shown to enhance learning outcomes significantly (Consoli et al., 2023). Together, these results point out that superior teacher competence, driven by ongoing professional development and community engagement, is at the core of educational excellence.

4. Relationship Between the Instructional Leadership Practices, Teachers' Management Approaches and Level of Teachers' Competence

Table 14
Relationship Between Instructional Leadership Practices of Instructional Supervisors and Management Approaches of Teachers

Variables	**Statistical Treatment** (Pearson's)	**p-value**	**Decision**	**Interpretation**
Instructional leadership practices and management approaches	r=.062 (negligible correlation)	.378	Failed to reject H_0	Not Significant
*Significant @.05				

Table 14 presents that there is no statistically significant relationship between instructional leadership practice and management approaches. Pearson's r is .062, representing a very weak correlation between these two variables. The implication of this finding is that differences in

instructional leadership practice do not significantly correlate with differences in management approaches. The numerical result indicates
there is a very weak linear association between the two constructs. This result lays the groundwork for additional research into possible moderating variables that could affect this relationship.

The table also shows that the p-value derived in this analysis is .378, which is well above the standard significance level of .05. The high p-value signifies that the possibility of getting such a small correlation by chance is extremely high, hence
rejecting the null hypothesis. In plain language, there isn't sufficient statistical significance to assert a strong relationship between instructional leadership practices and management approaches. This choice to keep the null hypothesis is founded on statistical non-significance, i.e., variations in one variable don't predict changes in the other reliably. This middle-ranked statistical result supports the necessity of looking into extra variables or other methodologies when investigating school leadership dynamics.

By comparison, the zero correlation of an r value of.062 is one of the lowest conceivable degrees of association. A correlation coefficient as low as this indicates that the interaction between instructional leadership and management approaches is extremely limited or perhaps contaminated by other extraneous variables. This outcome could mean that even though each facet is vital on its own, they do not necessarily affect each other directly within the sample. The very slight association seen can also be representative of context-based differences in schools that cannot be accounted for with this one measure. This lowest-ranked outcome also shows the sophistication of school leadership dynamics and proposes that deeper qualitative research might be required.

Overall, the analysis returns an overall non-significant correlation between instructional leadership practice and management approaches, with r =.062 and p-value =.378, a highly statistical degree of insignificance. This finding is an implication that even if performance levels in the two areas were high when isolated, they did not have significant correlation in this research. These results are consistent with earlier studies that highlight the autonomous operation of these constructs in some situations (Skackauskiene, 2022), and also underscore the need for the application of multiple indicators in measuring school leadership effectiveness (Amaefule&Eshiet, 2021). Collectively, these findings reinforce that although each area is vital to overall school performance, their direct connection may be more complex than a straightforward linear correlation implies. This invites further investigation into the manner in which other variables could mediate or moderate the instructional leadership-management approach relationship.

Table 15
Relationship Between Instructional Leadership Practices of Instructional Supervisors and the Level of Teachers' Competence

Variables	**Statistical Treatment** (Pearson's)	**p-value**	**Decision**	**Interpretation**
Instructional leadership practices and teachers' competence	r=.023 (negligible correlation)	.747	Failed to reject H_0	Not Significant
*Significant @.05				

Table 15 shows that instructional leadership practices and teachers' competence are related in such a manner that the very low Pearson's r value is 0.023, indicating almost no relationship between them. The statistical result here is very low and much less than one would hope for if the two variables are related in any significant way. It seems that, in the sample under study, these two constructs function independently of each other. This result leads to further consideration of the multidimensional nature of educational effectiveness.

The table also shows that the p-value for this analysis is 0.747, which is far greater than the standard value of 0.05. This large p-value shows that the probability of getting such a small correlation by chance is very high, and hence we cannot reject the null hypothesis. The decision to retain the null hypothesis implies that instructional leadership practices have no statistically significant relationship with teachers' competence. It suggests that although both subjects are relevant in the field of education, they do not appear to affect each other in a direct manner in this research. These middle-ranked statistical results encourage educators to look for other predictors of teachers' competence.

In comparison, the small correlation that was measured evinced by an r value of 0.023 is one of the lowest possible levels of association. Such a low value indicates that, in this dataset, there is virtually no linear relationship between the manner in which instructional leadership is practiced and the manner in which teachers perform or learn. That minimal correlation could imply that it is possible that other variables can be more effective in influencing teachers' competency than leadership practices in and of themselves. Perhaps intervening variables such as individual teacher motivation, staff development, or institutional support influence more. The lowest-ranked outcome indicates that no simple bivariate analysis can reflect the complex dynamics of the teachers' performance.

Overall, the results provide an overall non-significant correlation between teachers' competence and instructional leadership practices with an r of 0.023 and a p of 0.747. Overall, this provides evidence that the high levels in both areas singularly are not statistically related as a pairing for this sample. These results are consistent with earlier studies indicating that these constructs might operate independently and not interdependently in some situations (Skackauskiene, 2022), and that other variables could mediate teacher performance more than leadership practices (Amaefule&Eshiet, 2021). Collectively, these findings emphasize the necessity of further investigation into the numerous factors that lead to teacher competence. This calls for more comprehensive, multifactorial analyses to better understand the dynamics at play in educational settings.

Table 16
Relationship Between Teachers' Management Approaches and the Level of Teachers' Competence

Variables	**Statistical Treatment** (Pearson's)	**p-value**	**Decision**	**Interpretation**
Management approaches and teachers' competence	r=.178 (low correlation)	.011*	H_0 rejected	Significant
*Significant @.05				

Table 16 shows that Pearson's r coefficient of association between teachers' management approaches and competence as 0.178, indicating a low correlation. The number suggests that

even though there is a correlation between these variables, the linear correlation is very low. It indicates that management approaches changes are moderately related to teacher competence changes. Despite the fact that size is small, the correlation is significant statistically. This provides the window of research into how even modest improvement in the practice of management can have a stimulating effect on teachers' performance.

The table also indicates that the derived p-value is 0.011, which is less than the standard significance level of 0.05. The low p-value gives enough statistical evidence to reject the null hypothesis. That is, the chance of getting such a correlation is very low. The rejection of the null hypothesis attests that there is a meaningful relationship between management approaches and teachers' competence. This mid-position statistical result focuses on the point that good practices in management contribute to improving teachers' abilities.

Conversely, while the correlation is significant, its low value of 0.178 implies that management styles explain only a small percentage of the variance in teachers' competence. This lowest-ranked correlation coefficient indicates that other variables are likely to be playing a more important role in teacher competence. Maybe variables such as individual teacher motivation, professional development, and instructional leadership play important roles too. The moderate correlation identified indicates that management practice changes alone will not dramatically boost teacher capability. This reinforces the nature of educational settings as complex, with various influences combined to produce teacher performance.

Overall, table 16 analysis provides a total significant correlation between management styles and teachers' competency with an r of 0.178 and a p of 0.011. Although the correlation coefficient is weak, the statistical significance indicates that efficient management practices relate to increased teachers' competence levels. This outcome supports existing findings that successful management practices, such as well-planned records management and quality schools infrastructure, promote the effectiveness of teaching (Skackauskiene, 2022). Additionally, research has evidenced that stronger administrative practices support greater teacher performance and pupil achievements (Amaefule & Eshiet, 2021). As such, all these points accentuate the value of continually refining management strategies for facilitating and strengthening teachers' professional abilities.

5.Regression Analysis of the Instructional Leadership Practices and Management Approaches of Instructional Supervisors taken Singly or in Combination on the Level of Teachers' Competence in SDO Cabuyao City

Table 17
Regression Analysis of the Instructional Leadership Practices on the Level of Teachers' Competence

Predictors	Dependent Variable	β	R^2	ANOVA	T	p-value	Decision	Interpretation
Instructional leadership practices	Teachers' competence	.023	.001	F=.104	.323	.747	Failed to reject H_0	Not Significant
*Significant @ .05								

Table 17 shows that instructional leadership practices is not a predictor of teacher's competence. It presents that regression analysis of instructional leadership practices against teachers' competence yielded a beta coefficient of only 0.023. This reflects that instructional

leadership practices change almost to the extent of zero to predict teachers' competence. The R^2 value of 0.001 of the model reflects that only 0.1% variability in teachers' competence is explained by instructional leadership practices. In addition, the F statistic of 0.104 also indicates further that there is little predictive ability in the model. Generally, these statistics reveal a weak leadership practice impact on teacher competence.

The table also shows that ANOVA test found an F value of 0.104 with a t-value of 0.323. All these values reflect that the overall regression model fails to significantly explain the dependent variable. The p-value obtained is 0.747, which is far greater than the conventional significance level of 0.05. This high p-value reflects the fact that there is not enough evidence to reject the null hypothesis. In effect, the analysis indicates that instructional leadership practices and teachers' competence have no statistically significant relationship.

Conversely, the predictive power of results here is the lowest. That the regression equation cannot explain any significant proportion of teachers' variance in competence could mean that teacher performance is subject to greater influences from other causes. The lack of high predictability here argues that instructional leadership behaviors, operationalized in the current study, are not primarily responsible for building teacher competence. It may be that other factors like professional development, school culture, or individual teacher traits may play a greater role. The findings thus suggest that depending on instructional leadership practices as the sole means of enhancing teachers' competence would not work.

Generally, the regression analysis in Table 17 produces a non-significant overall predictive relationship between instructional leadership practices and teachers' competence, as indicated by a beta of 0.023, R^2 of 0.001, and a p-value of 0.747. This indicates that instructional leadership practices do not predict the extent of teachers' competence in the sample under study. Such discoveries correlate with earlier findings that suggest other variables, aside from leadership practice, can be more essential in defining the performance of teachers (Skackauskiene, 2022). Additionally, such studies have established that leadership, although significant, tends to exert little direct impact on teacher competence when not accompanied by other professional development interventions (Amaefule&Eshiet, 2021). Collectively, these findings imply that a broader approach is necessary in order to efficiently improve teacher proficiency.

Table 18
Regression Analysis of the Management Approaches on the Level of Teachers' Competence

Predictors	Dependent Variable	β	R^2	ANOVA	T	p-value	Decision	Interpretation
Evaluation tools	Teachers' competence	.182	.033	F=6.853	-2.618	.010*	H_0 rejected	Significant
*Significant @ .05								

Table 18 shows that regression analysis of management approaches on competence of teachers using evaluation tools as the predictor produces a beta coefficient of 0.182. This means that for each increase in evaluation tools by one unit, there will be an accompanying increase of 0.182 units in the competence of teachers. The model accounts for 3.3% of variance in the competence of teachers as indicated by an R^2 of 0.033. The grand F statistic of

6.853 signifies that the model is statistically valid. These findings confirm that tools of evaluation contribute significantly to forecasting teacher competence.

The table also shows that the t-value for the predictor is -2.618, which highlights the statistical significance of the evaluation instruments to the model. The t-value's negative sign may point to directionality in the coding or the interpretation of the predictor, but its magnitude attests to its importance. Having a p-value of 0.010, less than the usual 0.05 threshold, there is evidence against the null hypothesis with great strength. The middle-ranked result clearly indicates that the connection between evaluation tools and teachers' competence is statistically significant. Statistical significance in this context supports the assertion that the correct use of evaluation tools plays a positive role towards improving teacher competence.

On the contrary, even though the model's R^2 of 0.033 is small, it should be noted that little explained variance is significant in education research. The reason that low R^2 indicates evaluation instruments explains only a proportion of variation in competence among teachers is that there are intervening variables. This lowest-performing area of analysis calls to attention the multivaried nature of teacher performance, dependent upon many factors more than evaluative tools alone. It becomes clear that as good a predictor as evaluation tools are, they constitute only part of the context in which overall teacher competence plays out. The significance of this is that further examination of predictors which might bring about an improved explanatory power to the model should be investigated.

Generally, regression analysis presented in Table 18 provides a significant overall predictive relationship between the use of evaluation tools as a management approaches and the competence of teachers, beta coefficient 0.182, R^2 0.033, and p-value 0.010. This result indicates that better use of evaluation tools is related to quantifiable improvements in teachers' competence. The evidence is consistent with the assumption that even low levels of inputs from management efforts are likely to positively affect teachers' performance. The existing studies highlight that the successful management tactics, such as strategic application of evaluation instruments, have the capability to improve the quality of teaching and teachers' outcomes (Skackauskiene, 2022). Additionally, research shows that intentional enhancement in processes of evaluation is key in initiating educational efficiency (Amaefule & Eshiet, 2021), thus highlighting the value of incessant improvement in approaches to management.

Table 19
SUSTAINABILITY PLAN IN TECHNOLOGY INTEGRATION

Terminal Objective:
Continuous implementation of strategies that effectively incorporate technology into instructional leadership aiming to improve student learning outcomes, streamline administrative processes and foster a culture of continuous professional development.

Enabling Objectives:
By achieving these enabling objectives, educational leaders can effectively transform instructional practices through technology, leading to enhanced learning experiences and improved educational outcomes.

1. Ensure reliable hardware, software, and network resources are available to support instructional activities.
2. Provide targeted professional development to address identified gaps.

3. Develop policies for equitable access and responsible use of technology within the educational community.
4. Integrate technology into curricula to support pedagogical objectives.
5. Utilize technology to facilitate diverse teaching methodologies, including inquiry-based and constructivist approaches.
6. Evaluate current technological skills among educators and leaders.
7. Promote the development of professional learning communities to share best practices and resources.
8.

PLANNING PLAN

Phase	Activities	Persons Involved	Time Frame	Resources		Success Indicators
				Funds	Source of Funds	
Planning	1. Conduct Needs Assessment 2. Prioritization of Needs 3. Formation of Technical Working Committee 4. Identification of Appropriate Intervention 5. Schedule of Meetings	Technical Working Committee	1st Quarter of the SY	1. Human 2. Material 3. Monetary	Local Funds	Prepared, submitted and approved implementation and action plan
Implementation	Conduct of the following activities stated below		Second to Fourth quarter of the School Year			1. 100% attendance of expected participants 2. Accomplished Documentation
Evaluation	Accomplish the School-based Monitoring and Evaluation Tool					1. Accomplished and submitted M&E Tool 2. Signed Attendance Sheet

IMPLEMENTATION PLAN

Key Result Area	Technology
Objectives	• Identify necessary hardware, software, and facilities to support technology integration • Create a plan for ongoing training and support for educators and staff. • Align technology integration goals with the institution's mission and vision. • Develop measurable and observable objectives to track progress and effectiveness • Allocate resources effectively, ensuring funding for technology purchases, training, and maintenance.
Activities	• PMT Meeting • Creation of Committees • Face to face meeting • Focus Group Discussion • Group Messaging via fb messenger • Learning Workshops • Action Planning • Process Monitoring • Utilization of online evaluation
Time Frame	First Quarter to Fourth Quarter of the School Year
Persons Involved	Selected Program Management Team
Resources	Local Funds
Output	• Created PMT • Accomplished documentation • Submitted and approved action plan • Accomplished monitoring and evaluation tool
Success Indicators	• 90% identification of necessary hardware, software, and facilities to support technology integration before the school year starts • 90% of the activities scheduled in the plan were implemented for training and support for educators and staff. • 90% of the expected participants and members align technology integration goals with the institution's mission and vision. • 90% of the developed measurable and observable objectives were implemented to track progress and effectiveness of the activities • 90% allocation of resources effectively, ensuring funding for technology purchases, training and maintenance.

SUMMARY OF FINDINGS

1. Instructional Leadership Practices of the Instructional Supervisors as assessed by Teacher - Respondents

Among instructional leadership practice of instructional supervisors in SDO Cabuyao City, according to the research, all four indicators; goal, vision, curriculum, and technology received a Very High rating. The factors that scored first were curriculum and vision with a mean weighted of 3.98. Technology was ranked third with a mean weighted of 3.97. The goal dimension received the lowest score among the four dimensions with a weighted mean of 3.96.

2. Teachers Management Approaches as assessed by Teacher - Respondents

In terms of teacher management practice, the study found that all three indicators school facilities, assessment tools, and records administration were scored equally as Very High. The highest ratingat a weighted mean of 4.41 was achieved by school facilities. Records management was close second with 4.19. Evaluation tools were lowest at 4.09 with the weighted mean of 4.23.

3. Level of Teachers' Competence as assessed by Teacher - Respondents

From the teachers' competence perspective, findings indicated that all three factors; pedagogies for teaching, professional development, and community involvement rated Very High. Professional development was ranked as the highest at 4.94 weighted mean. Community involvement came next with a mean of 4.85 while Pedagogies in teaching received the lowest rating among the three, with a mean of 4.63 withthe total weighted mean of 4.81.

4. Relationship among instructional leadership practices of instructional supervisors, management approaches of teachers and level of teachers' competence

Results indicated that there was no correlation between instructional leadership practices and management practices, with an r-value of 0.062 and a p-value of 0.378, meaning that the correlation was negligible. Likewise, there was no correlation between instructional leadership practices and teachers' competence, with an r-value of 0.023 and a p-value of 0.747. It is, however, revealed that there is a significant correlation between management approaches and teachers' competence, as indicated by an r-value of 0.178 with a p-value of 0.011, which implies a low yet significant correlation.

5. Regression analysis of the Instructional Leadership Practices and Management Approaches of Instructional Supervisors taken Singly or in Combination on the Level of Teachers' Competence in SDO Cabuyao City

The findings revealed that instructional leadership practices were not a good predictor of teachers' competence, evidenced by an R^2 value of 0.001, an F-value of 0.104, and a p-value of 0.747. Conversely, management approaches, especially the evaluation tools, were determined to be a key predictor of the competence of teachers with a beta coefficient of 0.182, an R^2 of 0.033, an F-value of 6.853, and a p-value of 0.010.

CONCLUSIONS

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

1. These results highlight the important contribution instructional supervisor's play in building up a good learning environment through effective leadership and planning of curriculum.
2. The research corroborates that well-planned facilities and organized records are factors that facilitate effective teaching and classroom management, creating a healthy study environment.
3. These findings underscore the importance of professional development programs and community involvement in strengthening teachers' overall effectiveness.
4. These results suggest that instructional leadership practices are crucial but their direct effect on teacher effectiveness might need further alignment with teacher development programs. Rather, efficient management strategies, especially in school facility maintenance and the application of evaluation tools, contribute more to the improvement of teachers' competence.
5. These results indicate that schools need to sharpen evaluation tools and improve management approaches to increase teacher effectiveness. Moreover, investing in systematic evaluation and feedback systems will allow teachers to enhance their instructional strategies, ultimately impacting student learning outcomes.

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