

School Heads Instructional Management and Teachers Capability of Public Elementary Schools

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Abstract — The study aimed to determine the extent of school heads instructional management and the extent of teachers' capability of public elementary school teachers. This study employed a non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. One hundred twenty (120) public elementary school teachers were the respondents of the study. Using mean, pearson-r, and regression analysis, the findings revealed that the school heads' instructional management was extensive while the extent of teachers' capability of public elementary school teachers was also extensive. Moreover, the overall results disclosed that indicators for the school heads' instructional management were positively correlated to the teachers' capability of public elementary school teachers. Further, results from the regression analysis revealed the following have a strong influence of school heads instructional management on the teachers' capability of public elementary school teachers: clinical, developmental, and differentiated. It is recommended that the Department of Education (DepEd) should be reinforced to strengthen the integration of technology in public elementary schools, including providing sufficient infrastructure, digital tools, and capacity-building programs for both teachers and school heads. It also suggests that DepEd should also conduct regular assessments to evaluate the effectiveness of instructional management strategies and technological initiatives.

Keywords — *School heads instructional management, teachers' capability*

I. Introduction

Instructional management is a professional continuous and cooperative process for improving instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve the learning situation and quality of learning in the schools. The education sector places high regard on how school heads manage schools competently. School heads are professional leaders who understand the importance of building a community to empower teachers and cultivate leadership skills, enhancing their ability to utilize data and resources, allowing them to be collaborative and passionate about their work, and become visionaries.

The school's success depends on how effectively the school heads can apply all the knowledge, skills, and values as an educational leader. As an instructional leader, school heads are

concerned with the quality of teaching that aims for results that showcase improved learner performance. The school head's role is to help teachers improve instruction to enhance the learners.

Moreover, teacher capability is a critical factor in determining learner learning outcomes. Teachers with the right skills, knowledge, and attitudes can make a significant difference in the lives of their learners. However, teacher capability is not just about individual competence but also the ability to work collaboratively with colleagues, communicate effectively with parents, and adapt to changing circumstances. In today's rapidly changing educational landscape, teachers need to be adaptable, innovative, and technology-savvy to meet the diverse needs of their learners.

To address a critical issue in education that has significant implications for student learning outcomes. By exploring the relationship between school heads' instructional management and teachers' capability, this research can contribute to developing effective strategies for improving education in public elementary schools and ultimately benefiting learners.

In global perspectives, Tyagi's (2020) study titled "School-Based Instructional Management and The Effective Professional Development of Teachers Instructional Management provides teachers guidance, support, and empowerment for their professional development in teaching-learning. Supervision provides teachers with the support, knowledge, and skills that enable them to succeed. Moreover, the quality of instructional supervision develops due to the teachers' good perceptions and positive attitudes towards the practice.

The study by Hoffman and Tesfaw (2020) added that teachers were convinced of the need for instructional management engagements. They welcome supervision if it is done in the right spirit to improve the learning process. It is also regarded that the quality of supervision practiced in the school, or an institution is a key factor in determining school success. In addition, Limon (2019) mentioned that instructional supervisors perform varied roles in the improvement and development of curriculum instruction. Instructional supervisors, both internal and external to the school, are tasked to do managerial work and carry out supervisory functions to help teachers improve learning conditions. As a result, there were improvements in the quality of instruction and academic performance in learning institutions.

Another study by Leithwood, et. al., (2019), examines the influence of school heads' leadership on teacher motivation and teaching effectiveness. The research shows that school heads who actively engage in instructional leadership such as mentoring teachers and organizing training programs significantly contribute to improving teachers' instructional skills and the overall learning environment.

In addition, the article by Robinson, Hohepa, and Lloyd (2020), focuses on the role of school leadership in enhancing teacher capabilities through data-driven instructional strategies and fostering a collaborative environment. This study emphasizes how school heads, by creating a culture of professional collaboration and evidence-based practices, help teachers refine their instructional methods and improve their teaching outcomes.

Lastly, a study by Pont, et. al., (2021), examines instructional leadership practices on a global scale and underscores the positive effects of strategic instructional management on teacher capacity building. The study highlights the importance of school heads providing constructive feedback and facilitating professional learning communities that support teachers' continuous development.

From the Philippines' perspective, instructional management is deemed important and necessary for schools. Kuizon and Reyes (2020), further noted that quality education depends on the extent of implementation of instructional management especially in the public elementary and secondary schools as part of the duties and functions of instructional supervisors. They emphasized that the improvement of learners' academic achievement is the measure of effective supervision.

As cited in Department of Education Order No. 2, s. 2015, RPMS shall be used as a performance management tool to manage, monitor, and measure the performance of teachers' job evaluations. Furthermore, through the RPMS Employees' Manual 2016, teaching personnel has been directed to the Individual Performance Commitment Review Form (IPCRF) which replicates the individual commitment as well as the job performance to be accomplished by the teachers depicting the agreed individual Key Result Areas (KRAs), objectives and performance indicators. Also, the significant relationship between the implementation of RPMS to the work values and belief systems of our teachers alongside performance appraisal incentives and motivational strategies in the workplace has gone through critical analyses and constant evaluations as cited in the works of Susa (2018).

Rivera and Cruz (2021), explore the impact of school heads' instructional management practices on teacher capability enhancement in public elementary schools in the Philippines. The findings suggest that when school heads engage in regular instructional planning, and classroom observations, and provide ongoing professional development, teachers' instructional skills improve, leading to better learner outcomes. The research highlights the importance of leadership in enhancing teacher capabilities through structured support systems.

Another relevant work is by Garcia (2020), study shows how school heads influence teacher effectiveness by fostering a culture of collaboration and professional growth. Through structured mentoring programs and shared decision-making, school heads help build a supportive environment that encourages teachers to improve their teaching practices. The research points to the importance of strategic instructional management, such as regular classroom observations and collaborative learning opportunities, in building teacher capability.

Finally, Ramos (2022), explores the effects of school-based management (SBM) practices on teacher development. The research indicates that schools implementing effective SBM, led by competent instructional managers, result in higher teacher performance. It underscores the critical role of school heads in facilitating continuous professional development programs and creating an environment conducive to teaching and learning.

In a local study by Dela Peña and Reyes (2020), the authors explore the connection between the instructional leadership of school heads and teacher performance. The study found that school heads who actively implement instructional leadership strategies, such as mentoring teachers, conducting regular classroom observations, and facilitating professional development sessions, positively influence teacher effectiveness. Teachers in these schools were better equipped to manage classrooms, utilize instructional technologies, and deliver engaging lessons.

In Davao City, particularly in Maa District, school heads provide instructional guidance, mentoring, and supervision to enhance teachers' pedagogical skills and professional development. It would also assess how these management practices influence teachers' ability to adapt to new teaching methods, curriculum changes, and classroom challenges. By focusing on the Maa District, the study would analyze specific local factors affecting both school leadership and teacher capability, identifying key strategies that contribute to improved teaching quality and student achievement. The findings could offer actionable recommendations for strengthening leadership and teacher support systems within the district, promoting better educational outcomes.

This study's primary focus is on the instructional management used by school heads and the teachers' capability of public elementary schools located in Davao City's Maa District.

Specifically, this study aims to answer the following questions.

1. What is the extent of school heads instructional management in Maa District, Division of Davao City in terms of:
 - 1.1 Clinical
 - 1.2 Developmental and
 - 1.3 Differentiated?
2. What is the extent of teachers' capability of public elementary schools of Maa District, Division of Davao City in terms of:
 - 2.1 Application of Teaching Strategies
 - 2.2 Interpersonal Relationship and
 - 2.3 Professional Development?
3. Is there a significant relationship between school heads' instructional management and teachers' capability of public elementary schools of Maa District, Division of Davao City?
4. Which factors of school heads instructional management and teachers' capability of public elementary schools of Maa District, Division of Davao City?

The hypotheses were tested at an alpha level of 0.05:

H₀₁: There is no significant relationship between school heads' instructional management and teachers' capability of public elementary schools in Maa District, Division of Davao City.

H₀₂: None of the school heads instructional management and teachers' capability of public elementary school teachers of Maa District, Division of Davao City.

Review of Related Literatures

School Heads Instructional Management

School heads play a crucial role in instructional management, which involves overseeing and enhancing their institutions' teaching and learning quality. Recent literature underscores the multifaceted responsibilities of school heads in promoting instructional excellence, supporting teacher development, and fostering an environment conducive to learner achievement. According to Harris and Jones (2023), effective instructional management by school heads is characterized by a clear vision for educational success, strategic planning, and the ability to motivate and support teaching staff. In their book "Leading Learning: Process, Themes, and Issues in International Contexts," they emphasize that school heads who prioritize instructional leadership positively impact learner outcomes by setting high expectations, facilitating professional development, and using data-driven approaches to inform instructional practices.

Clinical

Clinical management by school heads refers to the strategic oversight and leadership practices that ensure the effective delivery of educational programs and the fostering of a supportive learning environment. Recent literature emphasizes the critical role of school heads in not only administrative tasks but also in guiding instructional practices and managing the overall school climate. According to Brown and Milner (2023), effective clinical management involves a deep understanding of both pedagogical and managerial principles. In their book "Leading Educational Change: Integrating Organizational and Instructional Strategies," they discuss how school heads can use data-driven decision-making to enhance instructional quality and learner outcomes. They highlight the importance of school heads in fostering a collaborative culture among teachers and staff, which is essential for continuous improvement and innovation in teaching practices.

Developmental

The development of school heads is a critical factor in ensuring the success and effectiveness of educational institutions. Recent literature emphasizes the importance of continuous professional development, leadership training, and reflective practice for school heads to adapt to the evolving educational landscape. According to Day & Gu (2023), school leaders'

development encompasses a broad spectrum of skills and knowledge areas, including instructional leadership, organizational management, and community engagement. In their book “The New Lives of Teachers,” they discuss how ongoing professional development programs are essential for equipping school heads with the necessary tools to lead schools effectively in the 21st century. They highlight the role of mentorship, peer collaboration, and formal training programs in fostering leadership skills.

Differentiated

Differentiated instructional supervision by school heads is a dynamic approach that tailors’ supervisory practices to meet the diverse needs of teachers, thereby enhancing instructional quality and student outcomes. Recent literature underscores the importance of personalized supervision strategies that consider the varying experience levels, teaching styles, and professional development needs of teachers. According to Glickman, et. al., (2023), differentiated supervision involves a spectrum of practices ranging from direct observation and feedback to collaborative professional learning communities and self-directed growth plans. In their book “Supervision and Instructional Leadership: A Developmental Approach,” they emphasize that effective differentiated supervision requires school heads to be flexible, reflective, and skilled in both interpersonal and instructional leadership. This approach fosters a supportive environment where teachers feel valued and are motivated to continually improve their practice.

Teachers’ Capability of Public Elementary Schools

Teachers’ capability in public elementary schools is a multifaceted concept that encompasses pedagogical skills, content knowledge, classroom management, and the ability to foster a supportive learning environment. Recent literature emphasizes the critical role that teacher capability plays in enhancing learner achievement and overall school performance. According to Darling-Hammond, et. al., (2023), effective teachers possess a deep understanding of the subjects they teach and are skilled in employing diverse instructional strategies that cater to the varied learning needs of learners. In their book “Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World,” they discuss how professional development and continuous learning are essential for teachers to stay updated with the latest educational practices and research. The authors highlight the importance of creating a culture of collaboration and continuous improvement among teachers to enhance their professional capabilities.

Application of Teaching Strategies

The application of teaching strategies is a crucial aspect of effective education, as it directly influences learner engagement, comprehension, and overall academic success. Recent literature highlights the importance of adopting a diverse array of instructional methods tailored to meet the needs of different learners. According to Marzano & Simms (2023), in their book “The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success,” effective teaching strategies involve a combination of direct instruction, cooperative learning, and

differentiated instruction. They emphasize the importance of evidence-based practices, suggesting that teachers need to continually assess and refine their strategies to enhance learner learning. This comprehensive guide provides practical tools and techniques for teachers to implement in their classrooms, helping them to create a more engaging and effective learning environment.

Interpersonal Relationship

The interpersonal relationships of teachers are fundamental to creating a positive and effective educational environment. Recent literature highlights the significance of these relationships in fostering collaboration, professional growth, and learner success. According to Kelchtermans (2023), in his book “Interpersonal Relationships in Education: From Theory to Practice,” the quality of interpersonal relationships among teachers influences their job satisfaction, motivation, and overall well-being. Further, it emphasizes that supportive and collegial relationships create a conducive atmosphere for professional dialogue and shared learning, which are critical for continuous improvement in teaching practices. He argues that schools should promote a culture of mutual respect and trust to enhance collaboration among teachers.

Professional Development

Professional development for teachers is a cornerstone of educational improvement and teacher effectiveness. Recent literature underscores its critical role in fostering continuous learning, enhancing teaching practices, and ultimately improving learner outcomes. According to Guskey & Yoon (2023), in their book “Professional Learning: What It Is and How to Achieve It,” effective professional development involves sustained, collaborative, and context-specific learning opportunities that are directly linked to teachers' instructional practices. They argue that professional development should be an ongoing process that includes reflection, feedback, and adaptation, rather than a series of isolated workshops. This approach ensures that teachers can integrate new knowledge and skills into their daily practice, thereby improving their teaching efficacy and learner engagement.

II. Methodology

This section outlines the research procedures, including the study design, population and sampling, instrumentation, data collection, and analysis methods.

Research Design

The correlational method was employed in the study's non-experimental quantitative research design. In order to discover the link between two or more variables, a descriptive correlational method was used, as noted by Sabater (2022). Furthermore, the study described the

participants and aimed to explain the nature of the data, which is why Deloy (2021) highlighted the use of this method.

This study is descriptive since it assesses school heads' instructional management and teachers' capability in the public elementary schools of Maa District, Division of Davao City. This is correlational since it determines school heads' instructional management and teachers' capability of public elementary schools.

Research Respondents

The respondents of this study were the 125 randomly selected public elementary school teachers of Maa District, Division of Davao City for School Year 2024-2025. They had been in the service for at least 3 to 6 years of teaching experience in the Department of Education. Randomly selected large schools were used in the study. The classification of the schools was based on DepED Memorandum No. 32, series of 2020.

Research Instrument

This study adapted a questionnaire on school heads' instructional management that was patterned and adapted by the researcher from Robert J. House's Path-Goal Theory (1971) and Kadushin's Supervision Theory (1992) as cited in Callo (2021).

Permission to Conduct a Study, Content Validation and Pilot Testing

The researcher writes a letter asking for endorsement from the Dean of Graduate School to conduct this research study. The researcher secured a permit to conduct the study from the Office of the Schools Division Superintendent of the Division of Davao City through channels to the Office of the Public Schools District Supervisor (PSDS) of the different schools.

Distribution and Retrieval of the Questionnaire

Upon approval of the permit to conduct the study, the sets of questionnaires are sent to the respondents via google forms and through email-add of the school heads and teachers in Maa District, Division of Davao City on November 15, 2024. Appropriate instructions were accorded to the different school heads on how the questionnaires should be answered by the selected teachers. The questionnaires were retrieved right after the respondents were through answering the questions and sent them back through researcher's email-add or messenger.

Data Analysis

The study employed three key statistical tools to analyze the instructional management of school heads and the capability of teachers in public elementary schools of Maa District, Division of Davao City. The mean was used to measure the average levels of instructional management and teacher capability, providing a clear and concise summary of the data. The Pearson Product

Moment Correlation Coefficient (Pearson-r) assessed the strength and direction of the linear relationship between the two variables, identifying whether changes in instructional management are associated with changes in teacher capability. Lastly, Multiple Linear Regression was applied to determine the influence of various components of instructional management on teacher capability, allowing for the analysis of multiple predictors and controlling for confounding variables. Together, these tools offered a comprehensive understanding of the dynamics between school leadership and teacher effectiveness.

III. Results and Discussion

Results

Summary on the Extent of School Heads Instructional Management

Table 1 presents the summary scale of school heads instructional management of public elementary school teachers of Maa District, Division of Davao City. On average, an overall mean of 3.93 which is interpreted to be oftentimes evident. The general implication here is that most instructional management practices by school heads in the Maa District, Division of Davao City, are generally undertaken and observed most of the time but with room for improvement. This also shows that school heads are relatively effective in supervising, mentoring, and supporting teachers, but more efforts can be made to make these practices more frequent and impactful in order to ensure the continuous improvement of teaching and learning processes in public elementary schools.

Table 1. Summary on the Extent of School Instructional Management

| No | Indicators | Mean | Descriptive Equivalent |
|---------------------|----------------|-------------|------------------------|
| 1 | Clinical | 4.05 | Extensive |
| 2 | Development | 3.93 | Extensive |
| 3 | Differentiated | 3.82 | Extensive |
| Overall Mean | | 3.93 | Extensive |

It can be concluded that school heads in the Maa District, Division of Davao City, exhibit strong instructional management practices across the areas of clinical supervision, teacher development, and differentiated supervision, there is a need to place greater emphasis on the “differentiated” aspect. Differentiated supervision, being the least among the indicators, suggests that school heads may need to tailor their supervisory approaches more effectively to meet the diverse needs, skills, and contexts of individual teachers.

Extent on the Summary of Teachers’ Capability of Public Elementary School Teachers

Table 2 presents a summary of the extent of teachers’ capability in public elementary schools within the Maa District, Division of Davao City. The results indicate an overall mean score of 3.97, which is interpreted as oftentimes evident. This indicates that teachers frequently demonstrate the necessary skills, knowledge, and competencies in their professional roles. However, while their capabilities are consistently observed, there remains room for further enhancement to support continuous professional growth and ensure the delivery of high-quality education.

Table 2. Summary on the Extent of Teachers’ Capability of Public Elementary Schools

| No | Indicators | Mean | Descriptive Equivalent |
|---------------------|------------------------------------|-------------|------------------------|
| 1 | Application of Teaching Strategies | 4.03 | Extensive |
| 2 | Interpersonal Relationship | 3.96 | Extensive |
| 3 | Professional Development | 4.00 | Extensive |
| Overall Mean | | 3.97 | Extensive |

The table reveals that the application of teaching strategies, professional development, and interpersonal relationships were frequently observed among public elementary school teachers. However, interpersonal relationship ranked the lowest among the indicators of teachers’ capability. This recommends that teachers excel in instructional methods and professional growth, there is room for improvement in building and maintaining effective relationships with learner, colleagues, and other stakeholders.

Significant Relationship Between School Heads’ Instructional Management and Teachers’ Capability of Public Elementary Schools of Maa District, Division of Davao City

Table 3 illustrate the significant relationship between school heads’ instructional management and teachers’ capability in public elementary schools in Maa District, Division of Davao City. The overall correlation coefficient r-value of 0.693, with a p-value of 0.000 indicates a strong and statistically significant positive relationship, suggesting that school heads’ instructional management practices substantially impact teachers’ capability in public elementary schools in Maa District, Division of Davao City.

Table 3. Significant Relationship Between School Heads’ Instructional Management and Teachers’ Capability of Public Elementary Schools of Maa District, Division of Davao City

| Teachers’ Capability | | | | |
|----------------------------------------|--|--------------|--------------|----------------------------|
| School Heads’ Instructional Management | | r | p-value | Decision on H ₀ |
| Clinical | | 0.667 | 0.000 | Reject |
| Development | | 0.463 | 0.000 | Reject |
| Differentiated | | 0.374 | 0.000 | Reject |
| Overall | | 0.693 | 0.000 | Reject |

Among the three indicators of instructional management assessed, Clinical instructional management demonstrated the highest correlation with teachers' capability obtaining a correlation coefficient r -value of 0.667, with a p -value of 0.000. This finding implies that school heads in public elementary schools in Maa District, Division of Davao City who actively engage in clinical supervision such as classroom observations, coaching, and constructive feedback enhance teachers' instructional effectiveness.

Regression Analysis on the Significant Influence of the School Heads' Instructional Management on the Teachers' Capability of Public Elementary Schools of Maa District, Division of Davao City

Table 4 provide substantial evidence regarding the significant influence of school heads' instructional management on the teachers' capability in public elementary schools within Maa District, Division of Davao City. The overall analysis demonstrates a strong relationship, with an R -value of 0.737, indicating a high degree of correlation between the independent and dependent variables in this study. In addition, the model registered an R -squared value of .546 which indicates 54.6 percent of the variations on teachers' behavior is explained by the indicators of principals' leadership styles while the remaining 45.4% is influenced by other factors not accounted for the study. This suggests that although the predictors contribute to teachers' behavior, a significant portion of variability is driven by external or unexamined influences. Additionally, this study garnered an F -value of 27.307 with a p -value of .000 indicating a model fit. This means that principals' leadership styles can explain teachers' behavior.

Table 4. Regression Analysis on the Significant Influence of the School Heads' Instructional Management on the Teachers' Capability of Public Elementary Schools of Maa District, Division of Davao City

| Teachers' Capability | Unstandardized Coefficients | | Standardized Coefficients | | | Decision on Ho | Interpretation |
|----------------------|-----------------------------|------------|---------------------------|-------|------|----------------|----------------|
| | B | Std. Error | Beta | t | Sig. | | |
| Constant | .975 | .275 | | 3.542 | .001 | | |
| Clinical | .433 | .051 | .568 | 8.508 | .000 | Reject | Significant |
| Development | .155 | .058 | .192 | 2.675 | .009 | Reject | Significant |
| Differentiated | .172 | .059 | .201 | 2.933 | .004 | Reject | Significant |

$R = 0.737$, $R^2 = 0.542$, F -Value = 45.845, p -value = .000

Among the three indicators of school heads' instructional management, clinical supervision exhibits the highest influence on teachers' capability, as evidenced by its unstandardized coefficient ($B = 0.433$) and standardized beta value ($\beta = 0.568$). The t -value of 8.508 and p -value of 0.000 indicate a highly significant relationship. This finding emphasizes that clinical supervision, which involves systematic observation, feedback, and mentoring, plays a critical role in improving teachers' instructional methods and professional development.

The strong predictive capacity of clinical supervision further suggests that school heads who consistently engage in direct instructional support, classroom observations, and constructive feedback significantly enhance teachers' pedagogical effectiveness in public elementary schools in Maa District, Division of Davao City.

The second most influential factor in the regression analysis is differentiated instructional management, with an unstandardized coefficient of 0.172 and a standardized beta (β) of 0.201. The obtained t-value of 2.933 and a p-value of 0.004 confirm its significance in predicting teachers' capability. Differentiated instructional management approach ensures that teachers in public elementary schools in Maa District, Division of Davao City receive individualized coaching and targeted interventions, enabling them to address diverse learner needs effectively.

The positive influence of differentiated support highlights the importance of adaptive leadership in fostering a dynamic and responsive teaching workforce. Teacher development, with a beta value of 0.192 ($B = 0.155$), t-value of 2.675, and a p-value of 0.009, also demonstrates a significant yet comparatively lower impact on teachers' capability. This result suggests that structured professional development initiatives, such as workshops, training programs, and collaborative learning communities, contribute to teacher effectiveness but may require sustained efforts and reinforcement to maximize their impact.

Although professional development programs are widely recognized as essential for teacher growth, the findings indicate that without complementary strategies like clinical supervision and differentiated support, their effectiveness may be limited.

Discussion

This non-experimental research using correlation design in this study aimed to determine the extent of school heads instructional management and the extent of teachers' capability of public elementary schools. Specifically, this study aimed to determine the extent of school heads instructional management in terms of clinical, development, and differentiated. Moreover, this identified the extent of teachers' capability of public elementary schools in terms of application of teaching strategies, interpersonal relationship, and professional development. Finally, this study determined the significant relationship between the extent of school heads instructional management and the extent of teachers' capability of public elementary schools.

Using non-experimental research, the extent of school heads instructional management and teachers' capability of public elementary schools was determined. The respondents of the study were the 125-public elementary school teachers in Maa District, Division of Davao City.

A modified teacher-made survey questionnaire was adopted from the study of Robert J. House's Path Goal Theory (1971) and Kadushin Supervision Theory (1992) as cited in Callo (2022) and Medley's Theory of Teachers' Competence (1977) as cited in Magsayo (2018) was utilized as the main instrument of this study.

After thorough analysis, significant findings showed that the extent of school heads instructional management in terms of clinical, development, and differentiated was extensive. Similarly, the extent of teachers' capability of public elementary schools in terms of application of teaching strategies, interpersonal relationship, and professional development was also extensive which means that it was oftentimes manifested while in terms of school heads instructional management which is extensive. Hence, the extent of teachers' capability as demonstrated by public elementary schools of Maa District, Division of Davao City was extensive.

The overall correlation coefficient r -value of 0.693, with a p -value of 0.000 indicates a strong and statistically significant positive relationship, suggesting that school heads' instructional management practices substantially impact teachers' capability in public elementary schools in Maa District, Division of Davao City. Relatively, the rejection of the null hypothesis further confirms that school heads' instructional management strategies significantly contribute to improving teachers' professional skills, particularly in areas of clinical, developmental, and differentiated instructional management in public elementary schools in Maa District, Division of Davao City.

Finally, indicators of school heads instructional management such as clinical, development, and differentiated have significant influence on teachers' capability of public elementary schools of Maa District, Division of Davao City.

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