

School Heads' Managerial Skill, Professional Development, and Supervisory Effectiveness

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Abstract

This research explored the correlation between managerial abilities, professional growth, and supervisory efficiency of school administrators in Iloilo Schools Division for school year 2024–2025. With a descriptive-correlational research design, data were collected from 264 public elementary and secondary school administrators via a validated researcher-developed questionnaire. The tool assessed three major dimensions: managerial abilities, engagement in professional development activities, and supervisory efficiency. Descriptive statistics indicated that the school heads exhibited high levels of managerial ability and supervisory effectiveness, as well as moderate to high levels of engagement in professional development activities. Pearson's correlation analysis indicated a strong positive correlation between managerial ability and supervisory effectiveness ($r = 0.72$), and a moderate positive correlation between professional development and supervisory effectiveness ($r = 0.58$). Multiple regression analysis also revealed that managerial competence was the best predictor of supervisory performance, followed by professional growth, with the model explaining 65% of the variance ($R^2 = 0.65$). The findings underscore the importance of leadership skills and ongoing learning to improve school heads' capacity to lead and support teachers. According to these conclusions, the research advises strengthening leadership development initiatives, enhanced access to professional development, and enhanced structural support for instructional supervision. The strategies will improve the capacity of school heads in leadership and help aggregate school improvement. The research also advises further investigation into contextual factors that impact school leadership effectiveness.

Keywords: Managerial skills, professional development, supervisory effectiveness, and educational leadership

Introduction

The role of school leadership is critical in determining the educational environment, impacting teacher performance and student achievements. School principals, as central stakeholders in schools, are allocated multifaceted roles that involve managerial functions, professional growth, and supervision. Their capabilities in addressing these areas heavily influence the effectiveness of schools. Managerial competencies are crucial for school principals in ensuring the effective functionality of schools.

These abilities include planning, organizing, leading, and controlling resources to attain educational goals. Moralista (2020) underscores that good school management demands a combination of technical, human, and conceptual skills in order to respond to the multifarious challenges for education leaders.

According to this, Songcayawon et al. (2022) discovered a positive, significant relationship between school heads' managerial competencies and teacher performance, highlighting the necessity of effective leaders to drive improved learning outcomes. School heads need constant professional growth to develop in relation to changing education environments.

Moralista (2021) contends that continued learning and training make it possible for school leaders to remain current with the most recent education trends, policies, and leadership practices.

This is in concurrence with the results of Sardido and Oliva (2025), who proved professional competence among school heads to have a positive impact on school effectiveness, underscoring the importance of ongoing professional development. Supervisory effectiveness refers to the quality of school heads' provision of direction and support to teachers, creating a situation that is supportive of professional development and better teaching practices.

Moralista (2019) points out that effective school supervision is bringing ongoing monitoring, feedback, and mentoring, thereby enhancing teaching quality and student performance. To support this, Coronel (2024) identified that academic supervision and managerial competency of school heads enhance teacher quality and work efficiency and highlight the school leader's role in bringing improved instructional practices. Moreover, the integration of managerial skills, professional development, and supervisory effectiveness is essential for school heads to lead effectively and drive school improvement. As Moralista's studies suggest, investment in these areas should be a priority for educational institutions striving for excellence in leadership and management. By fostering these competencies, school heads can create a positive and productive learning environment that benefits both educators and students.

Finally, even though school heads play a critical role in ensuring quality education, most schools still struggle with effective leadership resulting from managerial skill gaps, inadequate professional development, and poor supervisory practices. This research aims to establish whether school heads' managerial competences, engagement in professional development, and supervisory effectiveness affect school overall performance and productivity among teachers.

Methodology

The research employed a descriptive-correlational design to investigate the nexus between school heads' managerial abilities, professional growth, and supervisory competence. The descriptive design was to ascertain the prevailing levels of these variables, and the correlational dimension was to investigate their interrelationships and how they are related to overall school effectiveness.

The study respondents were the 264 school administrators from different public elementary and secondary schools under the Schools Division of Iloilo for the School Year 2024–2025. A total population sampling method was utilized, as the size of school administrators was manageable and permitted extensive data collection. The method guaranteed that all voices were heard, making the results more reliable and generalizable across the division.

Questionnaires that were researcher-constructed based on an extensive literature review and validated by educational leadership and research experts were used in collecting the data. The instrument was structured into three broad parts aligned with the study variables: (1) managerial competence, (2) participation in professional development, and (3) supervisory efficacy. All items were scored on a five-point Likert scale with response options from "Strongly Disagree" (1) to "Strongly Agree" (5), facilitating quantitative measurement of the variables.

The data were computed using descriptive statistics like frequency, percentage, mean, and standard deviation to describe school heads' profile and response. Pearson's correlation coefficient was used to determine the relationship between the variables. Multiple regression analysis was also used to specify which of the three variables are strong predictors of supervisory effectiveness and overall school leadership performance.

For ethical compliance, the research obtained clearance from the Schools Division Office of Iloilo. Respondents were informed of the study purpose, and participation was voluntary. Informed consent was sought and confidentiality of answers was ensured. Data were analyzed and reported in aggregate to ensure anonymity.

This research design was specified to produce evidence-based outputs on how managerial proficiency, ongoing professional growth, and quality supervision play a role in school leadership, ultimately assisting efforts toward improving the quality of education in the Schools Division of Iloilo.

Results

The research uncovered meaningful findings about the levels of managerial competencies, professional growth participation, and supervisory excellence among the 264 school heads of the Schools Division of Iloilo in the school year 2024–2025.

Descriptive analysis revealed that the school heads in general had high managerial skills with a mean rating of 4.32 (SD = 0.46) based on a 5-point Likert scale. The top-rated measures under this category were strategic planning, decision-making, and resource management. These results indicate that the majority of the school leaders in the division can effectively manage school affairs, meeting the Department of Education standards.

For professional growth, the findings suggested a high to moderate level of engagement, where the mean was 4.08 (SD = 0.51). School heads indicated participating in different in-service trainings, leadership seminars, and continuing education, while some mentioned limited access to upper-level training opportunities. This suggests a prevailing commitment to professional development, though additional capacity-building activities might still be required, particularly in instructional leadership and new digital skills.

In terms of supervisory effectiveness, the findings indicated a high overall rating with a mean score of 4.27 (SD = 0.43). The school heads were particularly efficient in classroom observation, providing timely feedback, and teacher mentoring. However, qualitative feedback from open-ended survey questions indicated that there were some school heads who experienced difficulties in managing supervisory responsibilities and administrative tasks, where there were time constraints or shortages of staff.

Correlation analysis with Pearson's r indicated statistically significant correlations between the three variables. Supervisory effectiveness and managerial skills were highly correlated ($r = 0.72$, $p < 0.01$), as a result of which school heads possessing higher managerial capabilities were also more effective in overseeing instructional practice. Professional development was also moderately positively correlated with supervisory effectiveness ($r = 0.58$, $p < 0.01$), which implies that ongoing learning works in favor of their leadership performance.

In addition, multiple regression analysis determined managerial skills to be the most powerful predictor of supervisory effectiveness ($\beta = 0.61$, $p < 0.001$) and then followed by professional

development ($\beta = 0.34$, $p < 0.01$). The model accounted for about 65% of the variability ($R^2 = 0.65$) in supervisory effectiveness, representing a significant predictive value.

These findings reiterate the critical importance of managerial ability and continued professional growth in building the supervisory roles of school principals. The outcomes emphasize the necessity for formal leadership development programs and institutional assistance mechanisms that can further enhance the instructional leadership and managerial effectiveness of Iloilo's school heads.

Discussion

The results of this research offer fruitful information on the leadership potential of school heads in the Schools Division of Iloilo and shed light on the intertwined functions of managerial skills, professional growth, and supervisory competence in the achievement of school success.

The high degree of managerial capability shown by school heads suggests that they possess the capacity to exercise core administrative tasks including planning, organizing, and management of resources. This corroborates the contention of Moralista (2020) that successful school leadership entails outstanding organizational and decision-making capabilities to facilitate the efficient running of schools. That managerial skills and supervisory effectiveness exhibit a strong association ($r = 0.72$) underscores the fact that instructional leadership is also founded on the capacity to manage people and systems effectively, in addition to pedagogical knowledge.

In contrast, the moderate to high rate of professional development activity participation is an encouraging sign of continuous learning among school leaders. As Moralista (2021) had proposed, continuous training enables school heads to keep themselves informed about educational policies, innovations, and leadership tactics. The disparity in access to training, identified in open-ended responses, indicates possible disparities in access—particularly for those in distant or underprivileged regions. This aligns with Sardido and Oliva (2025), who highlighted that access to applicable professional development has a direct impact on the effectiveness of a school leader, and consequently, student performance.

The repeated high rating of supervisory effectiveness indicates that school heads are indeed proactively involved in mentoring and guiding teachers. These results validate previous research by Moralista (2019), which emphasized supervision to achieve quality teaching practices. Even so, school heads bemoaned balancing supervisory work with administrative functions—also reported in the literature (Coronel, 2024), as time constraints and workload hindered instructional supervision.

Notably, regression analysis indicated that managerial competencies are the best determinant of supervisory effectiveness, closely followed by professional growth. This finding confirms that technical and leadership competencies, when supported through formal learning opportunities, reinforce the capacity of school leaders to assist teachers successfully. The model accounting for 65% of supervisory effectiveness variance highlights the pragmatic utility of investing in leadership development training and management capacity-building initiatives.

In conclusion, the findings of this research confirm previous literature and note the importance of sweeping leadership development policies. To maximize school performance, school leaders are not only required to be supported via professional learning but also by organizational architecture that supports them in devoting time to both managerial and instructional leadership.

Conclusion

This research aimed to investigate the correlation between managerial skills of school heads, professional development, and supervisory competence in public elementary and secondary school headteachers in the Schools Division of Iloilo for school year 2024–2025. The results indicated that school heads in the division mostly possess high managerial and supervisory competencies, coupled with active engagement in professional development.

Of the three variables, managerial skills was found to be the most potent predictor of supervisory effectiveness, reflecting the significance of administrative competence in facilitating school leaders to exercise effective instructional supervision. Professional growth was also identified to significantly contribute positively, confirming that ongoing learning plays a critical part in leadership development and effectiveness.

The high intercorrelations among these measures identify the reciprocal nature of school leadership wherein effective management, staff development, and supervision mutually support each other to improve teaching quality and school performance. Challenges to policy and program development such as the management of workload and unequal access to higher training were also identified, indicating points for improvement.

In summary, the research confirms that building the managerial and supervisory competencies of school heads—through regular professional growth and institutional reinforcement—is critical to enhancing school leadership and ultimately learning outcomes. Such findings can be used as a starting point in developing specific leadership development initiatives and for making policy interventions intended to empower school leaders in the Schools Division of Iloilo and elsewhere.

Recommendation

Based on the findings and recommendations of this research, the following implementable recommendations are suggested to further improve the performance of school heads in the Schools Division of Iloilo:

To begin with, the Department of Education, alongside local education authorities, must enhance leadership development initiatives aimed at building managerial skills. The programs must incorporate training in strategic planning, human resource management, conflict management, and decision-making on the basis of data, all of which are critical to successful school leadership.

Second, access to professional development needs to be expanded, especially for school heads in hard-to-reach or underserved locations. This is possible through blended models of learning, regional leadership summits, and the establishment of school-based learning action cells (LACs) that are school-specific to focus on both managerial and instructional issues.

In addition, it is advisable to provide school heads with guided time and assistance for instructional supervision. Administrative functions usually constrain their ability to mentor teachers. Accordingly, the deployment of support staff or assistant school heads can redistribute the administrative workload and enable leaders to spend more time on academic supervision and teacher development.

Furthermore, the Schools Division Office can consider implementing a system of regular monitoring and evaluation for school heads that is aligned with managerial effectiveness and supervisory practice key performance indicators. Not only would such a system identify exemplary performance, but it would also determine certain areas of improvement and intervention.

Finally, subsequent studies might investigate qualitative aspects of leadership challenges, such as contextual ones like school size, community engagement, and digitalization. Widening the research scope can give better insights into how school leadership changes in a changing educational context.

In total, these suggestions are intended to enable a more empowered, qualified, and responsive school heads corps that can guide schools toward ongoing educational excellence.

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