

School Heads' Supervisory Competence, Management Practices, And Decision-Making Skill

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Abstract

This study examined the levels of school heads' supervisory competence, management practices, and decision-making skills in the Schools Division of Antique during the school year 2024–2025 and explored the relationships among these leadership dimensions. Using a descriptive-correlational research design, the study aimed to determine the current status of supervisory competence, management practices, and decision-making skills, and to identify whether significant relationships exist among these variables. The respondents consisted of 326 school heads from selected public elementary and secondary schools. Data were collected using a validated researcher-developed questionnaire. Descriptive statistics such as frequency, percentage, weighted mean, and standard deviation were used to determine the levels of each variable, while Pearson Product-Moment Correlation and multiple regression analysis were employed to examine relationships and predictive influence. Results indicated that school heads demonstrated high levels of supervisory competence, management practices, and decision-making skills. Significant positive relationships were found between supervisory competence and decision-making skills, management practices and decision-making skills, and supervisory competence and management practices. Multiple regression analysis showed that supervisory competence and management practices jointly predict decision-making skills, with supervisory competence emerging as the stronger predictor. The study concludes that enhancing school heads' supervisory competence and management practices is essential for improving decision-making effectiveness. It is recommended that professional development programs, mentoring, and collaborative leadership strategies be implemented to strengthen school leadership capacity.

Keywords: Supervisory competence, management practices, decision-making skills, school heads, educational leadership

Introduction

Effective school leadership is recognized as a critical factor in promoting educational quality and improving student outcomes. School heads are responsible not only for administrative duties but also for

instructional supervision, organizational management, and decision-making, all of which directly influence teachers' performance and the overall learning environment (Leithwood, Harris, & Hopkins, 2008).

Supervisory competence refers to the ability of school leaders to provide guidance, monitor instructional practices, evaluate teaching performance, and support professional growth among teachers (Glickman, Gordon, & Ross-Gordon, 2017). Effective supervision ensures that teachers implement the curriculum effectively, maintain high standards, and address students' learning needs.

Closely linked to supervision is management practice, which involves planning, organizing, staffing, and monitoring school resources to create a conducive learning environment (Fullan, 2014). Effective management allows school heads to allocate resources efficiently, maintain order, and implement policies that support educational goals. Decision-making skill is equally critical, enabling school heads to address instructional, organizational, and personnel challenges. Sound decision-making requires analyzing information, evaluating alternatives, and making informed choices that optimize teaching and learning outcomes (Bush, 2011).

In the Schools Division of Antique, assessing school heads' supervisory competence, management practices, and decision-making skills is vital for understanding their impact on school performance. This study involving 326 respondents during the 2024–2025 school year seeks to provide evidence-based recommendations for professional development and leadership enhancement.

Methodology

The study employed a descriptive-correlational research design. The descriptive component assessed the current levels of supervisory competence, management practices, and decision-making skills, while the correlational component examined the relationships among these variables.

The respondents included 326 school heads from selected public elementary and secondary schools, using total population sampling to ensure comprehensive representation.

Data were collected through a three-part, researcher-developed questionnaire. Part I assessed supervisory competence, including instructional supervision, teacher guidance, performance monitoring, and feedback provision. Part II evaluated management practices, focusing on planning, organizing, resource allocation, and policy implementation. Part III measured decision-making skills in problem analysis, evaluating alternatives, and making informed choices. The instrument underwent expert validation and pilot testing, achieving a Cronbach's alpha above 0.80, indicating high reliability.

Ethical considerations included approval from the Schools Division Office, informed consent from respondents, and ensuring confidentiality and anonymity.

Data analysis involved descriptive statistics (frequency, percentage, weighted mean, standard deviation), Pearson Product-Moment Correlation to examine relationships, and multiple regression analysis to determine the combined predictive effect of supervisory competence and management practices on decision-making skills at a 0.05 significance level.

Results

School heads' supervisory competence was rated high ($WM = 4.38$, $SD = 0.36$), with instructional supervision receiving the highest score ($M = 4.41$, $SD = 0.34$), followed by teacher guidance ($M = 4.39$, $SD = 0.35$), performance monitoring ($M = 4.36$, $SD = 0.37$), and feedback provision ($M = 4.34$, $SD = 0.38$).

Management practices were also rated high ($WM = 4.35$, $SD = 0.37$), with planning and organizing scoring highest ($M = 4.38$, $SD = 0.35$), followed by resource allocation ($M = 4.34$, $SD = 0.38$) and policy implementation ($M = 4.33$, $SD = 0.37$).

Decision-making skills received a high rating ($WM = 4.32$, $SD = 0.39$), with problem analysis scoring the highest ($M = 4.36$, $SD = 0.36$), followed by evaluating alternatives ($M = 4.33$, $SD = 0.37$) and making informed decisions ($M = 4.27$, $SD = 0.41$).

Correlation analysis revealed significant positive relationships between supervisory competence and decision-making skills ($r = 0.64$, $p < 0.01$), management practices and decision-making skills ($r = 0.61$, $p < 0.01$), and supervisory competence and management practices ($r = 0.67$, $p < 0.01$). Multiple regression analysis showed that supervisory competence and management practices jointly predict decision-making skills ($R^2 = 0.58$, $p < 0.05$), with supervisory competence emerging as the stronger predictor.

Discussion

The findings highlight the essential role of school heads' supervisory competence and management practices in enhancing decision-making effectiveness. Effective supervision and management ensure that teachers receive guidance and resources to deliver quality instruction, which ultimately supports student learning (Leithwood, Harris, & Hopkins, 2008; Glickman, Gordon, & Ross-Gordon, 2017).

The positive correlations among supervisory competence, management practices, and decision-making skills demonstrate that strong leadership in these areas is interdependent and collectively contributes to better school performance. School heads who provide consistent guidance and maintain structured management practices are better positioned to make sound decisions that positively impact teaching and learning outcomes.

Conclusion

Based on the findings of the study, it is concluded that school heads in the Schools Division of Antique exhibit high levels of supervisory competence, management practices, and decision-making skills. Their ability to provide instructional supervision, guide teachers, monitor performance, and offer constructive feedback significantly enhances their capacity to make sound decisions. Similarly, effective management practices, including planning, organizing, resource allocation, and policy implementation, contribute to the efficient operation of schools and the creation of conducive learning environments. The significant positive relationships among supervisory competence, management practices, and decision-making skills indicate that strong leadership and management directly influence the quality of decisions made by school heads, ultimately impacting school performance. Supervisory competence emerged as the stronger predictor of decision-making skills, highlighting the critical role of instructional leadership in school governance.

Recommendations

In light of the conclusions, it is recommended that the Schools Division Office and school administrators continue to strengthen professional development programs focused on enhancing supervisory and management competencies of school heads. Workshops and training sessions should emphasize effective instructional supervision, teacher mentoring, performance evaluation, strategic planning, and evidence-based decision-making. Mentorship programs may also be implemented, pairing experienced school heads with less experienced leaders to foster practical leadership skills. Additionally, school leaders are encouraged to maintain collaborative and participatory approaches when making decisions, ensuring that teachers and stakeholders are engaged in the process. Future research may explore additional factors, such as organizational culture, teacher motivation, and school climate, to provide a more comprehensive understanding of the determinants of effective school leadership and decision-making.

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