

Leadership Support and Teachers' Practices

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ABSTRACT: Leadership support may enhance teachers' practices and create a more productive learning environment. This study investigated the relationship between leadership support and teachers' practices, determined the extent of leadership support in terms of instructional supervision, and coaching and mentoring as well as teachers' practices in terms of classroom management, and teaching skills and identified the independent variable that influence teachers' practices. The study conducted to the three selected public secondary schools in Salay District using a proportionate stratified sampling through Slovin's Formula with 107 teacher- respondents. A modified survey questionnaire which passed the validity and reliability test through Cronbach's Alpha was utilized. The study used correlational and causal research designs. Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient, and Multiple Linear Regression were the statistical tools used for the treatment of the gathered data. Results revealed that school heads are supportive to their teachers. Teachers highly practice classroom management and teaching skills. There is a moderate to strong positive correlation between leadership support and teachers' teaching practices. Instructional Supervision is a predictor for teaching skills. Teachers do better when there is support from school heads through instructional supervision and coaching and mentoring. Thus, school heads need to continue coaching and mentoring as well as in doing the instructional supervision to sustain the teachers' good practices.

KEYWORDS: classroom management, leadership support, teachers' practices

I. INTRODUCTION

Leadership support plays a significant role in addressing challenges experienced by teachers. To name, improved teaching methods, supportive leadership raised teachers' motivation, morale, and dedication to the field. Moreover, school leaders are crucial in establishing a supportive work atmosphere, that encourages professional growth such as supervising instruction, mentoring and coaching to teachers.

A school needs a leader who is committed in working hard to create the institution better because of its teachers' practices which are dependent to the school heads' support. Their leadership style significantly impacts the standard of the learning environment in schools. How school administrators manage and lead their personnel are largely determined by their leadership style as well as the personalities and behaviors of the teachers. School leaders could motivate teachers to finish assignments and maintain team cohesion, or they might become a distraction to the teaching-learning process directed by the teacher (Lusterio & Arnejo, 2023).

In connection to this, the National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS) and the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH) issued by the Department of Education in DepEd Orders 24 and 25, series 2020 stated through DepEd former secretary Leonor M. Briones, that the changes of various national and global frameworks in education and the changing characteristics of our 21st century learners necessitate a call for the rethinking of the professional standards for the school heads and supervisors. It was part of their efforts to prepare the department for the transition into the future and to develop effective school leaders beyond terms and beyond lifetime for the future of education. Undersecretary Jesus Lorenzo Ruiz Mateo added that the quality learning outcomes are produced by quality teachers, who are supported by effective school leaders.

Further, consistent with the K to 12 reforms, the recently established standards clearly outlined what are expected of school leaders and supervisors at various career phases, from entry-level to excellent practice. The standard support, professional learning and development, promote the increased competency, assisted in identifying areas that require improvement, and enable consistent performance evaluation. Teachers who have access to professional development opportunities are more likely

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to become experts in their fields, which could increase the overall effectiveness in the classroom and help the school to become more successful (Sabello, 2023).

On the other hand, teaching and learning process is a methodical plan, and sequential set of steps that both the teacher and students take to accomplish learning objectives. Moreover, one of the human elements in the teaching and learning process that contribute to the endeavor to establish prospective human resources in the sphere of development is the teacher (Saggaf et al., 2021). Also, the teachers, who are components of education, ought to actively participate, based his professional standing on the increasing demands of society. Such as, the teaching and learning process is enhanced by effective school leader, and teachers' effectiveness, which is directly impacts by the leadership styles. In fact, there are obstacles, like school heads' inability to supervise and their unwillingness to support teachers' in-service training as a profession. Teaching requires teachers to adapt to new and different circumstances every year and to successfully achieve this for the benefit of their classes. Teachers could use a range of strategies to create engaging lesson plans that accommodate students of diverse academic levels and learning preferences.

Unfortunately, the level of education that learners received in schools is largely determined by the practices of the teachers. Teachers are the foundation of the educational system, and their efficacy has a direct impact on classroom dynamics, students' accomplishment, and overall school performance. However, the difficulties of teachers encountered in the quickly evolving educational landscape of today such as mounting workloads, a wide range of student requirements, and the demands of accountability which frequently impaired their capacity to deliver their best work (Kanwal et al., 2023). Thus, school leadership is a crucial element in determining the circumstances that enable teachers to be successful, hence, leadership support is a component for improving teachers' practices that include coaching, mentoring, and instructional supervision.

The purpose of this study was to shed light on how educational institutions might foster a more encouraging and effective learning environment through the leadership support of school leaders to teachers. This study was important because it might help school leaders understand how important they are to teachers' development. Gaining insight into the relationship between teachers' practices and leadership support could result in useful suggestions for increasing school leadership tactics and, in turn, raised the standard of instruction in schools as a whole. This study was anchored on the Leadership Trait Theory as cited by Olley (2021) which attested that good leaders have certain qualities and common personality traits. When integrity, moral judgment, assertiveness, and compassion are displayed in public, effective leadership happens. These characteristics are behaviors that are exhibited as a result of the person's internal processes and beliefs that are essential for good leadership. It builds on an earlier notion called the Great Man Theory, which holds that people were either born with or without the requisite leadership qualities. Honest, modest, and sympathetic to their subordinates, ethical leaders are brave enough to take controversial but moral positions on matters and exhibit self-control in the face of difficulties and temptations.

Moreover, this study also clarified the functions of leadership supports in connection to improving teachers' classroom management and instructional techniques. In order to create a welcoming and stress-free atmosphere, leaders should have the heart to guide their subordinates, support them to further their professional development, listen to their worries, and show them love and respect. By creating supportive environments that put teachers' well-being first and offer them chances for both professional and personal growth, teachers and school leaders might improve educational performance and cultivate a positive school culture.

II. METHODOLOGY

Using a correlational and causal research designs, this study was collected and examined relevant to the problem statement. It was descriptive in the sense that the respondents were described according to the extent of leadership support in terms of instructional supervision, coaching and mentoring that were discussed as well as the extent of teachers' practices in terms of classroom management, and teaching skills. This study also used a quantitative type of research where researcher used a survey questionnaire in gathering and collecting data. On the other hand, correlation was used to ascertain whether there was a meaningful connection between teachers' practices and the level of leadership support. A relationship between two variables was known as a correlational design, and it indicated that changes in one variable was likely to be related to the changes in another (Devi et al., 2022).

A causal design was also utilized in determining the independent variables singly or in combination influenced the leadership support. With a causal design, data on a single independent variable was gathered for two or more groups, and the researcher aimed to identify the cause or explanation for any pre-existing differences in the groups of people (Jasim & Hailan, 2021). Causal design starts by identifying a difference between two groups and searching for the reasons or effects of that difference. The cause-and-effect relationship between the study's variables was established.

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The quantitative responses underwent tallying and tabulation, followed by statistical treatment using specific methods. In answering problems number 1 and 2, Mean and Standard Deviation were utilized to identify the extent of leadership support in terms of instructional supervision, coaching and mentoring, and the teachers' practices in terms of classroom management and teaching skills. For problem 3, Pearson Product Moment Correlation Coefficient was used to determine the significant relationship of leadership support and teachers' practices. Lastly, for problem 4, Multiple Linear Regression was utilized to examine which of the independent variables singly or in combination influence/s teachers' practices.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of leadership support in terms of:

- 1.1. instructional supervision, and
- 1.2. coaching and mentoring?

Table 1. Overall Leadership Support

Leadership Support	Mean	SD	Description	Interpretation
Instructional Supervision	4.12	0.69	Agree	Supportive
Coaching and Mentoring	4.60	0.62	Strongly Agree	Very Supportive
Total	4.36	0.66	Strongly Agree	Very Supportive

Note: 4.20 – 5.00 Very Supportive; 3.41 – 4.20 Supportive; 2.61 – 3.40 Moderately Supportive
1.81 – 2.60 Less Supportive; 1.00 – 1.80 Least Supportive

Table 1 shows the overall extent of Leadership Support. It reveals that it has an overall Mean of 4.36 with SD = 0.66, described as Strongly Agree and interpreted as Very Supportive. This implies that school heads are very supportive to their teachers. They are very responsible in many aspects like in managing school, particularly supporting teachers in instructional supervision and in coaching and mentoring. They do assist teachers in their teaching and learning delivery and classroom management. They may not give regular and constructive feedback on the teaching process but they coach and mentor after class observation. They focus a skill or behavior of teachers to improve one at a time.

John, (2024) stated that the effective school heads that possessed strong instructional leadership qualities have a beneficial effect on teacher's behavior, leading to higher levels of commitment, teamwork, and motivation among teachers.

Further, the extent of Leadership Support in terms of Coaching and Mentoring, has the highest Mean of 4.60 with SD = 0.62, described as Strongly Agree and interpreted as Very Supportive. This implies that coaching and mentoring in the schools where the survey conducted is highly observed. School heads provide a well-served coaching and mentoring to teachers such to improve teaching strategies and approaches during class observation. They imparting knowledge and skills which often based on their own expertise and experiences.

This means that school heads continually give enough support to teachers in terms of coaching and giving mentoring particularly in teaching-learning process. Hence, anyone can benefit from coaching, but it can be especially useful for developing leaders by enabling educators and other groups to realize their greatest potential on both a personal and professional level through the use of resources and best practices from a variety of disciplines, including career counseling and adult development, coaching fosters professional growth (Matthew & Hakrob, 2022).

On the other hand, the extent of Leadership Support in terms of Instructional Supervision, got the lowest Mean of 4.12 with SD = 0.69, described as Agree and interpreted as Supportive. This implies that the indicators in leadership support in terms of instructional supervision are less observed and need more improvement like indicator 9 school head provide regular and constructive feedback in teacher teaching process got a lowest result describe as Uncertain and interpreted as Moderately Supportive. School heads in this indicator may improve instructional supervision in providing regular and constructive feedback.

Indicators like encourage the teachers in teaching practices, praises outstanding teacher on their achievement publicly, actively builds healthy and productive learning relationship that engender trust, communicates with teachers based on teachers' performance and what is being observed are implying a good response in providing instructional supervision. This means that school heads instructional supervision is very important in enhancing teachers' goal and objectives in dealing teachers' practices. According to Basilio (2021) and Oco (2022) that when the school heads conduct instructional supervision, the main goals are to support teachers in reflecting on their work and advancing school improvement via professional development.

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Problem 2. What is the extent of teachers' practices in terms of:

- 2.1. classroom management, and
- 2.2. teaching skills?

Table 2. Overall Teachers' Practices

Teachers' Practices	Mean	SD	Description	Interpretation
Classroom Management	4.37	0.77	Strongly Agree	Highly Practiced
Teaching skills	4.72	0.48	Strongly Agree	Highly Practiced
Total	4.55	0.63	Strongly Agree	Highly Practiced

Note: 4.20 – 5.00 Highly Practiced; 3.41 – 4.20 Practiced; 2.61 – 3.40 Moderately Practiced; 1.81 – 2.60 Less Practiced; 1.00 – 1.80 Least Practiced

Table 2 shows the overall level of teachers' practices. It reveals that it has an overall Mean of 4.55 with SD = 0.63, described as Strongly Agree and interpreted as Highly Practiced. It implies that the level of teachers' practices in terms of teaching skills and classroom management are highly practiced. It means that teachers are true to their service to develop students holistically with critical and creative thinking. They used a range of strategic ways in delivering lessons. The teachers make sure that lesson plans are aligned with learning objectives and standards, use to ask questions especially higher-order-thinking skills to elicit desired responses of the students, and use to maintain a positive and productive learning environment in classes.

Meanwhile, teachers deliver a range of strategies in managing classroom imposing discipline with a conducive classroom free from destructions. A pre-lesson activity, such as goal-setting, lesson planning, and learning tasks; lesson activities, such as instructing, guiding, and assessing; and post-lesson activities, such as reflecting on one's own teaching, are commonly included in teachers' core practices (Van Der Schaaf, 2019).

Moreover, the level of teachers' practices in terms of Teaching Skills, has the highest Mean of 4.72 with SD = 0.48, described as Strongly Agree and interpreted as Highly Practiced. This implies that teachers have mastery of lessons and strategies in teaching process. Teachers know what they do in order to boost students' interest to learn. All the skills in teaching that teachers may have are applied throughout the deliberation of the lessons and it makes this level very highly practiced. Teachers are the cornerstone of the educational system that students may share an experience of learning. Teachers carry a big responsibility inside the classroom activities and have a good rapport to students' relationship during the teaching and learning process. Accordingly, teachers are the cornerstone of the educational system and have a significant influenced on how students developed in the future (Sitopu et al., 2024).

On the other hand, the level of teachers' practices in terms Classroom Management, got the lowest Mean of 4.37 with SD = 0.77, described as Strongly Agree and interpreted as Highly Practiced. The result has lowest mean but still interpreted as highly practiced. This implies that teachers consider the idiosyncrasy of students. They came from different backgrounds. They may have reasons of behaving differently. Teachers apply different techniques and strategies to make the classroom conducive to learning like making a disciplined classroom. Classroom management include discipline of students' behavior and good rapport relationship between teachers and students. Discipline is included in managing classroom where students behave in many ways in terms of imparting and sharing of expertise and experiences in learning process. Similarly, discipline also identifies important elements of classroom management and highlights the necessity of proactive strategies to manage classrooms effectively (Stock, 2022).

Problem 3. Is there a significant relationship between the leadership support and teachers' practices?

The table 3 shows test of correlation between school heads' leadership support and teachers' practices. The table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variables constant at a time. As can be seen from the same table, all variables in school heads' leadership supports and practices are significant at 0.05.

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Table 3. Test of Correlation between Leadership Support and Teachers' Practices

Independent Variable	Dependent Variable							
	Classroom Management				Teaching Skills			
	r-value	p-value	Description	Interpretation	r-value	p-value	Description	Interpretation
Instructional Supervision Coaching and Mentoring	0.37	0.00	MPC	Significant	0.69	0.00	SPC	Significant
	0.46	0.00	MPC	Significant	0.71	0.00	SPC	Significant

Note: MPC = Moderate Positive Correlation SPC = Strong Positive Correlation Significant when computed p-value <0.05

The test reveals a strong positive correlation between the independent variables and teaching skills, wherein, if the school heads' leadership support based on instructional supervision and coaching and mentoring change its direction the teaching skills practices of the teacher also change in the same direction. This implies that there is significant strong positive relationship between teaching skills and leadership support wherein in terms of instructional supervision, coaching and mentoring contains a strong indicator in fostering a good teaching skill in delivering teaching and learning process. School heads have supported teachers' need in sharing their abilities and expertise for the betterment of students' progress. When teachers perceive that their efforts have led to positive student outcomes, such as improved academic performance or increased student engagement, their belief in their teaching abilities is reinforced (Alias & Adnan, 2024).

In addition, moderate positive correlation is shown between the independent variables and classroom management, wherein, if the teachers' professional development based on instructional supervision and coaching and mentoring change its direction the classroom management of the teachers also change in the same direction. It implies how important it is for school heads to foster an environment that provides excellent instruction, as this is essential for students to succeed.

The results indicate moderate positive relationship between leadership support in terms of instructional supervision, coaching and mentoring and teachers' practices in terms of classroom management. These two variables are correlated to each other for instance, if changes occur in independent variables the teachers in managing classroom will be changed also. Independent variables may vary the direction in classroom management. Teachers are essential in evaluating students' progress, making sure that the classroom fosters a culture of mutual respect and learning, and immediately intervene with a calm presence to reduce the situation, when a conflict arises. Hence, classroom management is essential for teaching and learning in a safe, well-organized environment that promotes inclusivity and high-quality education (Dilabayan & Sambo, 2024).

In summary, taking it at the coefficient level, the school heads' leadership support is correlated to their teaching practices, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was rejected. With the following findings, strong and moderate positive correlation.

Problem 4. Which of the independent variable/s singly or in combination influence/s the teachers' practices?

The table 4 presents regression analysis with moderating variables that predict the teachers' practices in terms of classroom management. It is hypothesized that the two (2) predictors were positively associated with classroom management factor where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictor of teachers' practices in terms of classroom management. Results show that the 23.4% of the variance is explained by the two (2) predictors, $F(2,107) = 6.004$. Moreover, coaching and mentoring ($\beta = 0.758$, $t\text{-value} = 2.952$, $p\text{-value} = 0.000$) is regression with the teachers' practices in terms of classroom management. It can be concluded that if the school heads' level of leadership support in terms of coaching and mentoring increases by 1% their teachers' practices in terms of classroom management will also increase by 75.8%.

Table 4. Regression Analysis between Leadership Support and Teachers' Practices in terms of Classroom Management

Variables		UC		SC	t-value	Sig. (p-value)	Decision
		B	SE	β			
Constant	(Classroom Management)	3.082	0.455	3.293	4.298	0.000	
Instructional Supervision		0.245	0.192	0.379	0.928	0.252	Accept Ho2
Coaching and Mentoring		0.424	0.102	0.758	2.952	0.000	Reject Ho2
		R	R²	Adjusted R²	f-value	Sig. (p-value)	
Model		0.376	0.141	0.234	6.004	0.000	Reject Ho2

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Note: R = Multiple $RR^2 = R$ Square Adjusted $R^2 =$ Adjusted R square f-value = Variance of the sample means p-value = Significant level $p < 0.05$ UC = Unstandardized Coefficients SC = Standard Coefficients B = Coefficients SE = Standard Error β = Beta Coefficients t-value = test Statistics

Taking it in the coefficient level, coaching and mentoring is a good predictor of teachers' practices in terms of classroom management with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (Ho2) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

Coaching and Mentoring, $Y = 0.424x + 3.082$

Where;

X = Coaching and Mentoring

Y = Classroom Management

It implies that coaching and mentoring are predictor to classroom management. It means that in mentoring a leader can supervise a teacher how to establish routines and regulations in the classroom while a coach could watch a class and provide specific recommendations on how to deal with disruptions or raise student interest. When combined, they provide teachers more self-assurance, improve classroom management, and foster a more encouraging learning environment. It is a supportive school heads who foster teachers' independence, facilitated ongoing professional development, and offer mentorship opportunities can predictor of teachers' practices in terms of classroom management.

This implies that instructional supervision is not a predictor of classroom management. Instructional supervision does not directly address how teachers handle behavior, routines, or relationships in the classroom; rather, it focuses on curriculum delivery, student learning outcomes, and educational quality. Because of this, it could not be a reliable indicator of how well a teacher manages the classroom. In instructional supervision, educational achievement and development may be tracked from school heads to teachers and students through instructional techniques (Naguit, 2024).

Table 9 on the next page presents regression analysis with moderating variables that predict the teachers' practices in terms of teaching skills. It is hypothesized that the two (2) predictors will be positively change with teaching skills factor where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictor of teachers' practices in terms of teaching skills. Results show that the 57.3% of the variance is explained by the two (2) predictors, $F(2,107) = 8.938$. Moreover, instructional supervision ($\beta = 0.912$, t-value = 1.242, p-value = 0.002) and coaching and mentoring ($\beta = 0.821$, t-value = 2.852, p-value = 0.000) are positively change with the teachers' practices in terms of teaching skills. It can be concluded that if the school heads' level of leadership support in terms of instructional supervision and coaching and mentoring increases by 1% their teachers' practices in terms of teaching skills will also increase by 91.2% and 82.1% respectively.

Table 5. Regression Analysis between School heads' Leadership Support and Teachers' Practices in terms of Teaching skill

Variables	UC		SC		t-value	Sig. (p-value)	Decision
	B	SE	β				
Constant (Teaching Skills)	1.928	0.942	4.223		6.292	0.000	
Instructional Supervision	0.982	0.821	0.912		1.242	0.002	Reject Ho2
Coaching and Mentoring	0.542	0.123	0.821		2.852	0.000	Reject Ho2
Model	R	R ²	Adjusted R ²	f-value	Sig. (p-value)		
	0.152	0.165	0.573	8.938	0.000		Reject Ho2

Note: R = Multiple R $R^2 = R$ Square Adjusted $R^2 =$ Adjusted R square f-value = Variance of the sample means
p-value = Significant level $p < 0.05$ UC = Unstandardized Coefficients SC = Standard Coefficients
B = Coefficients SE = Standard Error β = Beta Coefficients t-value = test Statistics

Taking it in the coefficient level, instructional supervision and coaching and mentoring are a good predictor of teachers' practices in terms of teaching skills with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (Ho2) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

Instructional Supervision, $Y = 0.982x + 1.928$

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Where;

X = Instructional Supervision

Y = Teaching Skills

Coaching and Mentoring, $Y = 0.542x + 1.928$

Where;

X = Coaching and Mentoring

Y = Teaching Skills

It implies that coaching and mentoring and instructional supervision are good predictors in teachers' practices in terms of teaching skills since the majority of functions are related to teaching skills. Teachers used a wide variety of strategies in the skills of teaching and learning process. Teachers need a good leadership support from the school heads in terms of coaching and mentoring as well as instructional supervision where they are a good predictor to teaching skills. Good teaching skills depends upon the style of school heads in giving leadership support to teachers. Thus, a major part of the endeavor to enhanced teachers' professionalism is the implementation of leadership and management programs, in which, their professionalism and competency of teachers have a big impact on the quality of education (Mustopa, 2024).

IV. CONCLUSIONS

The following conclusions are formulated based on the findings of this study.

1. School heads do not only lead and manage, but they also support teachers in their responsibilities.
2. Teachers do their duties and responsibilities as they are expected.
3. Teachers do better when they are supported well by their school heads.
4. Coaching and mentoring are great factors to help teachers do better while instructional supervision help improve teachers' teaching delivery.

V. RECOMMENDATIONS

The following are the recommendations based on the findings and conclusions of the study:

1. School heads' trainings may not be on the curriculum; it will also be on values formation so that they will be more supportive and understanding to their teachers.
2. Teachers may continue to practice desirable classroom management and teaching skills to sustain the interest of students.
3. School heads may continue to be supportive to their teachers.
4. School heads need to continue coaching and mentoring as well as in doing the instructional supervision to sustain the teachers' good practices.

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