

# Supervisory Competence of Administrators in Relation to Their Job Performance

**Grace L. Laurie**

Student, Medina College – Ozamiz City

**Abstract**— Educational reform highlights the crucial role of school administrators in achieving quality education, as effective leadership directly influences teacher performance and school outcomes. Administrators are expected to demonstrate strong supervisory competence across academic management, resource management, and innovation to respond to the demands of educational change. This study examined the relationship between supervisory competence and job performance of school administrators in Oroquieta City District IV. The study employed a descriptive-correlational design. Respondents included 11 elementary school administrators and 129 teachers from all schools in Oroquieta City District IV during School Year 2012–2013. A researcher-made questionnaire was used to assess administrators' supervisory competence, while job performance data were obtained using the DepEd Performance Appraisal System for School Administrators (PASSA). Data were analyzed using frequency count, weighted mean, t-test, and Pearson Product Moment Correlation at the 0.05 level of significance. Findings revealed that administrators' supervisory competence in academic management, resource management, and innovation was rated as very satisfactory. Their job performance across key functional areas was likewise very satisfactory. No significant difference was found in perceived competence when administrators were grouped according to length of service and educational qualification. However, a significant difference was observed in job performance based on these variables. A significant relationship existed between supervisory competence and job performance. The results indicate that higher supervisory competence is associated with better job performance among school administrators. Strengthening leadership competence through continuous professional development is essential to sustain and further enhance administrative effectiveness and educational quality.

**Keywords**— supervisory competence, job performance, school administrators, educational leadership, descriptive-correlational study.

## I. INTRODUCTION

As time changes, educational system also changes and its changes are geared toward educational excellence. A quality learner is a product of quality teacher which is headed by a quality leader. This should possess a strong leadership which is an essential ingredient for a school change and reform.

The Global Fidelity Investment Trust (GFIT) shows that top level leadership of change effort. That's because strong, effective leadership is very much "transformational" in nature and effective leaders are usually excellent communicators of change.

What has been recognized as the first wave of educational reform began with the National Commission in Education report, a Nation at Risk, The Imperative for Education Reform. It produces longer days and longer school year, tougher graduation requirements, higher standards for teachers and renewed academic faces in schools. This concept urges the

administrator to equip themselves with the necessary leadership competence (Trahan, 2007).

To be an effective school administrator one must be competent in the performance of various task, function and activities encompassed by school administration. There are six categories of major administrative and supervisory tasks and functions which school administrators must deal with curriculum and instruction, evaluation and supervision of the staff and the pupils, school - community relations, non-formal education and school business administration. In the performance of three tasks, the school administrator is required to manifest certain competencies and skills (Aquino, 2007).

Relevant with the qualities and responsibilities of a principal stated, this study would except administrators specially in Oroquieta District 4 to identify their strength and weaknesses so as to implement a reform in their management to the teaching staff. Principals should consider themselves as the key for educational progress.

They should be educationally equipped so that they can meet the standards as an administrator should be. It is important that the selection of teachers for principals, head teachers and teachers in-charge position should be based on their educational qualification and their credibility to handle such position so that the feeling of jealousy and favoritism will be avoided among teachers. Hence, this study.

## II. RESEARCH METHODOLOGY

### *Method*

The study was descriptive-correlational in design. It was primarily concerned with determining the level of supervisory competence and the level of job performance of administrators.

### *Research Setting*

The study was conducted at Oroquieta City District IV, Oroquieta City, during the school year 2011–2012. The Oroquieta City Division was composed of four districts, one of which was Oroquieta City District IV (OCD IV), noted for having the largest number of hinterland schools among the districts. The district consisted of fourteen elementary schools and one central school, each managed by an administrator responsible for the school's managerial and administrative functions. The administrators differed in personality, attitudes, and work behavior, and they employed varied methods and techniques in dealing with teachers and engaging stakeholders to improve school operations. Some administrators focused more on enhancing the physical aspects of the school, while others emphasized the importance of administrative leadership, teacher support, and cooperation in implementing plans and programs essential to the effective delivery of educational services.

### *Research Respondents*

The respondents of the study were all administrators and teachers in Oroquieta City District IV, Division of Oroquieta City during the year 2012-2013. There were 11 administrators and 129 teachers who were all involved in the study. The distribution of the number of administrators and teachers are reflected on the table that follows. No sampling was used since all of them were utilized as respondents of the study.

### *Research Instrument*

The questionnaire used in this study was researcher-made and was administered to the teachers in the district

to rate their administrators in terms of supervisory competence. A five-point rating scale was adopted, where 4.21–5.00 indicated Outstanding, meaning the competence was very much evident or always observed; 3.41–4.20 indicated Very Satisfactory, meaning the competence was often felt or observed; 2.61–3.40 indicated Satisfactory, meaning the competence was evident at an acceptable level; 1.81–2.60 indicated Fair, meaning the competence was present but only slightly felt or observed; and 1.00–1.80 indicated Unsatisfactory, meaning the competence was seldom present or almost non-existent. Data on administrators' job performance were based on the Performance Appraisal System for School Administrators (PASSA), a standard assessment tool adopted by the DepEd Division Office since 2004, which was deemed appropriate for the study. The PASSA utilized a five-point scale wherein a mean score of 9.3 and above corresponded to Outstanding, 7.0–9.2 to Very Satisfactory, 5.0–7.4 to Satisfactory, 3.0–4.9 to Fair, and 2.0–2.9 to Unsatisfactory, describing the extent to which expected administrative behaviors were manifested.

### *Data Gathering Procedure*

A detailed procedure for data gathering was followed in the conduct of the study. Permission to administer the questionnaires was formally requested from the Office of the Schools Division Superintendent through the district supervisor. Upon approval, one set of questionnaires was distributed to each identified respondent, including both teachers and school administrators. The distribution and retrieval of the questionnaires were personally conducted by the researcher to ensure proper administration and completeness of responses. The entire data-gathering process, including distribution and retrieval, was completed within a period of two weeks.

### *Ethical Considerations*

This study was conducted in accordance with the ethical principles outlined by Bryman and Bell (2007), emphasizing respect for participants, honesty in research conduct, and the protection of human rights. Informed consent was obtained from all respondents after clearly explaining the purpose of the study, ensuring voluntary participation, and affirming their right to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained, with no personally identifiable information included and all data used solely for academic purposes and securely stored. The

study involved no deception and ensured that participants were not subjected to harm or discomfort, upholding transparency, integrity, and respect for human dignity throughout the research process.

## Statistical Treatment

Various statistical techniques were used in this study to ensure accurate interpretation of the data. The weighted mean was employed to compute the average ratings and to determine the level of supervisory competence and

job performance of the respondents. To determine the relationship between the independent variables and the dependent variable, the Pearson Product Moment

Correlation was used. Furthermore, the t-test was applied to test the significance of the computed correlation coefficient at the 0.05 level of significance. These statistical tools provided a systematic basis for analyzing the data and drawing valid conclusions from the findings.

## II. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

*Table 1. Profile of the Respondents as to Length of Service*

No. of Years in Service	Administrators		Teachers	
	F	P	F	P
8 years and below	---	---	23	17.83
9 – 16 years	7	63.63	61	47.28
17 – 25 years	4	36.37	27	20.43
26 years and above	---	---	18	13.95
<b>Total</b>	11	100.00	129	100.00

Table 1 showed the profile of the respondents in terms of length of service and revealed that the majority of the school administrators (63.63%) and teachers (47.28%) had been in service for 9–16 years, indicating a workforce largely composed of mid-career professionals. Administrators with 17–25 years of service accounted for 36.37%, while no administrators fell under 8 years and 26 years and above, suggesting that leadership positions in the district were predominantly held by experienced personnel. Among teachers, a smaller proportion had 8 years and below (17.83%) and 26 years and above (13.95%), reflecting a more diverse distribution of teaching experience compared to administrators. These findings implied that supervisory roles were generally entrusted to individuals with substantial professional experience, which may contribute to stable leadership and consistent administrative practices. This result was consistent with the findings of OECD (2020), which reported that school leaders with longer professional experience tend to demonstrate stronger instructional supervision and organizational management skills. However, the absence of administrators in the earliest and longest service brackets contrasted with some international studies suggesting the value of leadership diversity across career stages, as newer administrators may introduce innovative practices while veteran leaders provide institutional stability (OECD, 2020).

*Table 2. Profile of Respondents as to Educational Qualifications*

Educational Qualifications	Administrators		Teachers	
	F	P	F	P
<b>BS degree</b>	---	---	43	30.23
<b>BS w/ MA units</b>	6	54.55	56	43.41
<b>MA full pledged</b>	5	45.45	22	17.05
<b>MA w/ doctoral units</b>	---	---	12	9.30
<b>Total</b>	11	100.00	129	100.00

Table 2 presented the educational qualifications of the respondents, indicating that a majority of the administrators held either a master's degree with full units (45.45%) or a bachelor's degree with master's units (54.55%), while none had only a bachelor's degree

or had completed doctoral studies. Among teachers, most had a bachelor's degree with master's units (43.41%) or a bachelor's degree (30.23%), followed by full master's degree holders (17.05%) and those with master's plus doctoral units (9.30%). These findings

suggested that school leadership in Oroquieta City District IV was primarily occupied by highly educated administrators, which may enhance their supervisory competence and instructional management. Comparatively, a study by Almazan and Rivera (2022) found that higher educational attainment among school leaders positively influenced their decision-making, instructional leadership, and overall school

performance, aligning with the current findings. However, the current study differed slightly as no administrators had completed doctoral studies, whereas Almazan and Rivera (2022) reported a small percentage of administrators with doctoral degrees, highlighting a potential area for professional advancement within the district.

**Table 3.** *Supervisory Competence of Administrators on Academic Management Along Instruction as Perceived by the Teachers*

Indicators	AWV	D
Supervise closely the implementation of PELC as teachers guide for this day-today lesson.	4.00	VS
Implements the remedial instruction of teachers to lessen the slow reader.	3.91	VS
Plans instructional activities for teachers to reduce retention, drop-out, and repetition of pupils.	3.63	VS
Plans instructional activities to increase the survival rate and graduation rate.	3.80	VS
Supervises/observes classes every month.	3.94	VS
Facilitates teachers to conduct, analyze and interpret diagnostic tests, oral reading test and achievement test.	3.75	VS
Organizes fast and slow learner classes.	3.96	VS
Conducts district academic and non-academic contest.	4.06	VS
Mean	3.86	VS

Scale: 1.0 – 1.80 “Unsatisfactory”, 1.81 – 2.60 “Fair”, 2.61 – 3.40 “Satisfactory”, 3.41 – 4.20 “Very Satisfactory”, 4.21 – 5.00 “Outstanding”

Table 3 presented the supervisory competence of administrators in academic management along instruction as perceived by the teachers. The indicators revealed that administrators were rated as Very Satisfactory (VS) across all items, with weighted mean values ranging from 3.63 to 4.06. Teachers perceived that administrators effectively supervised the implementation of the PELC as a guide for daily lessons (AWV = 4.00), facilitated remedial instruction for slow readers (AWV = 3.91), planned instructional activities to reduce retention and improve graduation rates (AWV = 3.63–3.80), observed classes monthly (AWV = 3.94), and supported teachers in conducting and interpreting diagnostic and achievement tests (AWV = 3.75). Additionally, administrators organized classes for fast

and slow learners (AWV = 3.96) and conducted district academic and non-academic contests (AWV = 4.06). The overall mean of 3.86 indicated that the teachers generally perceived the administrators’ academic management as very satisfactory. These findings align with recent studies suggesting that school leaders with active involvement in instructional supervision and teacher support contribute to improved teaching quality and student outcomes (Santos & Cruz, 2021). However, while the current study showed consistently very satisfactory ratings, some studies report variability in teacher perceptions depending on administrators’ experience and training, highlighting the ongoing need for professional development in instructional leadership (Santos & Cruz, 2021).

**Table 4.** *Supervisory Competence of Administrators on Academic Management along Promotion of Culture as Perceived by Teachers*

Indicators	AWV	D
Conducts school level competition.	3.53	VS
Conducts contests in Sayaw at Awit.	3.87	VS
Conducts activities during identified school celebration.	4.02	VS
Mean	3.81	VS



Scale: 1.0 – 1.80 “Unsatisfactory”, 1.81 – 2.60 “Fair”, 2.61 – 3.40 “Satisfactory”, 3.41 – 4.20 “Very Satisfactory” 4.21 – 5.00 “Outstanding”

Table 4 presented the supervisory competence of administrators in academic management along the promotion of culture as perceived by teachers. The data indicated that administrators were generally rated as Very Satisfactory (VS) across all indicators, with weighted mean values ranging from 3.53 to 4.02. Specifically, teachers perceived that administrators effectively conducted school-level competitions (AWV = 3.53), organized contests in Sayaw at Awit (AWV = 3.87), and facilitated activities during identified school celebrations (AWV = 4.02). The overall mean of 3.81 reflected a very satisfactory level of competence, suggesting that administrators actively promoted cultural programs within their schools, supporting both

student engagement and the preservation of local traditions. These findings are consistent with the study of Dela Cruz and Morales (2022), which emphasized that school leaders who actively implement cultural activities and programs enhance students’ appreciation of local heritage and strengthen community involvement. However, while the current study showed uniformly very satisfactory ratings, Dela Cruz and Morales (2022) noted that the frequency and variety of cultural activities could influence teacher perceptions, indicating that ongoing efforts to diversify cultural programs may further improve administrative effectiveness in this area.

**Table 5. Supervisory Competence of Administrators on resource Management as Perceived by Teachers**

Indicators	AWV	D
<b>Update’s school property inventory.</b>	3.91	VS
<b>Requires H.E. teachers to serve hot vegetables or snacks to identify MOSE.</b>	4.03	VS
<b>Utilizes the maximum all funds available with a budgetary plan and a project proposal.</b>	3.58	VS
<b>Recommends teachers to attend in-service training and seminars which are in line with their field of concentration, interest and capabilities.</b>	4.22	O
<b>Mean</b>	3.94	VS

Scale: 1.0 – 1.80 “Unsatisfactory”, 1.81 – 2.60 “Fair”, 2.61 – 3.40 “Satisfactory”, 3.41 – 4.20 “Very Satisfactory” 4.21 – 5.00 “Outstanding”

Table 5 presented the supervisory competence of administrators in resource management as perceived by teachers. The results indicated that administrators were generally rated as Very Satisfactory (VS), with weighted mean values ranging from 3.58 to 4.03, except for one indicator that was rated Outstanding (O). Specifically, teachers perceived that administrators updated the school property inventory (AWV = 3.91), required H.E. teachers to serve hot vegetables or snacks to identify MOSE (AWV = 4.03), and maximized the use of available funds through budgetary planning and project proposals (AWV = 3.58). Moreover, administrators were considered Outstanding in recommending teachers to attend in-service training and seminars aligned with their field of concentration and professional

development needs (AWV = 4.22). The overall mean of 3.94 indicated that the administrators were highly competent in managing school resources. These findings are consistent with the study by Reyes and Villanueva (2023), which highlighted that effective school leaders who strategically manage human, financial, and material resources contribute significantly to teacher development and school improvement. However, while the current study reflected a high level of competence, Reyes and Villanueva (2023) noted that resource limitations in some schools may still pose challenges, suggesting that continuous capacity building and resource planning are crucial for sustaining excellence in administrative performance.

**Table 6. Supervisory Competence of Administrators on Innovation / Special Projects as Perceived by Teachers**

Indicators	AWV	D
<b>Puts up educational centers like Sci-Math Garden, values park, and SLRC.</b>	3.85	VS
<b>Requires teachers to have a vegetable for their pupils.</b>	3.96	VS

Maintains the food production of the school.	4.04	VS
Encourages teachers to maintain the cleanliness of the school.	4.07	VS
Encourages teachers to be a member of the cooperative.	3.36	S
Gives awards/incentives fairly to teachers.	4.00	VS
Mean	3.88	VS

Scale: 1.0 – 1.80 “Unsatisfactory”, 1.81 – 2.60 “Fair”, 2.61 – 3.40 “Satisfactory”, 3.41 – 4.20 “Very Satisfactory” 4.21 – 5.00 “Outstanding”

Table 6 presented the supervisory competence of administrators in innovation and special projects as perceived by teachers. The results showed that administrators were generally rated as Very Satisfactory (VS) across most indicators, with weighted mean values ranging from 3.36 to 4.07. Specifically, teachers perceived that administrators effectively established educational centers such as Sci-Math Gardens, Values Parks, and SLRCs (AWV = 3.85), required teachers to provide vegetables for pupils (AWV = 3.96), maintained school food production (AWV = 4.04), encouraged cleanliness in the school (AWV = 4.07), and fairly distributed awards and incentives to teachers (AWV = 4.00). One indicator, encouraging teachers to join the cooperative, was rated Satisfactory (S) with an AWV of

3.36. The overall mean of 3.88 indicated that administrators were highly competent in promoting innovation and managing special projects.

These findings are aligned with the study of Navarro and Santos (2021), which emphasized that school administrators who implement innovative programs and engage in special projects enhance teacher motivation, foster student participation, and improve overall school performance. However, the slightly lower rating for cooperative participation suggests an area for improvement, highlighting that engagement in community-based initiatives may require additional encouragement and structured support from administrators (Navarro & Santos, 2021).

**Table 7.** Summary of the Supervisory Competence of School Administrators as Perceived by Teachers

Indicators	Mean	D
<b>Academic Management</b>		
1. Instruction	4.06	VS
2. Promotion of Culture	3.81	VS
<b>Resource Management</b>	3.94	VS
<b>Innovations/Special Projects</b>	3.88	VS
<b>Grand Mean</b>	3.92	VS

Scale: 1.0 – 1.80 “Unsatisfactory”, 1.81 – 2.60 “Fair”, 2.61 – 3.40 “Satisfactory”, 3.41 – 4.20 “Very Satisfactory” 4.21 – 5.00 “Outstanding”

Table 7 summarized the supervisory competence of school administrators as perceived by teachers across the key domains of academic management, resource management, and innovation/special projects. The data indicated that administrators were rated Very Satisfactory (VS) in all areas, with academic management receiving a mean of 4.06 for instruction and 3.81 for promotion of culture.

Resource management was perceived with a mean of 3.94, while innovation and special projects had a mean of 3.88. The overall grand mean of 3.92 confirmed that administrators demonstrated a very satisfactory level of supervisory competence. These findings suggest that administrators were effective in guiding instructional

practices, promoting cultural programs, managing resources, and supporting innovative school initiatives.

The results are consistent with the study by De Guzman and Ledesma (2022), which found that school administrators who exhibit strong supervisory competence across multiple domains positively influence teacher performance and the overall quality of education.

However, minor variations in the ratings for promotion of culture and innovation indicate potential areas for further professional development to achieve even higher levels of excellence.

**Table 8. Summary of the Prevailing Leadership Style of School Administrators as Perceived by Teachers**

Length of Service	Mean	SD	Tabular t-value	Computed t-value
Experienced	4.02	2.42	1.96	0.63ns
Less Experienced	3.77	2.36		

$\alpha$  = level of significance = 0.05

ns = not significant

\* = significant

Table 8 summarized the prevailing leadership style of school administrators as perceived by teachers, grouped according to length of service. Administrators with more experience were perceived to have a mean leadership rating of 4.02 (SD = 2.42), while less experienced administrators had a mean of 3.77 (SD = 2.36). The computed t-value of 0.63 was lower than the tabular t-value of 1.96 at a 0.05 level of significance, indicating

no significant difference between the perceptions of teachers regarding the leadership style of experienced and less experienced administrators. This suggests that regardless of length of service, administrators were generally perceived to exhibit similar leadership behaviors. These findings are consistent with the study of Villanueva and Ramos (2021), which reported that teachers' perceptions of school leadership were influenced more by administrators' competencies and decision-making practices than by their years of service, highlighting that effective leadership is shaped by skills and management approach rather than tenure.

**Table 9. Test of Difference on the Perceptions of the Teachers on the level of Supervisory Competence of School Administrators When Grouped According Educational Qualification**

Length of Service	Mean	SD	Tabular t-value	Computed t-value
Highly Qualified	4.00	2.40	1.96	0.057ns
Qualified	3.84	2.39		

A = level of significance = 0.05

ns = not significant

\* = significant

Table 9 presented the test of difference on teachers' perceptions of the level of supervisory competence of school administrators when grouped according to educational qualification. Administrators who were highly qualified received a mean rating of 4.00 (SD = 2.40), while qualified administrators had a mean of 3.84 (SD = 2.39). The computed t-value of 0.057 was lower than the tabular t-value of 1.96 at the 0.05 level of significance, indicating no significant difference in the

perceptions of teachers based on the educational qualifications of administrators. This suggests that teachers perceived the supervisory competence of administrators similarly, regardless of whether they held higher or standard educational qualifications. These findings align with the study of Fernandez and Cruz (2023), which concluded that while educational qualifications contribute to the knowledge base of school administrators, their perceived competence and effectiveness were more strongly influenced by their practical leadership skills and professional experience rather than formal degrees.

**Table 10. Level of Job Performance of School Administrators in Terms of Access to Basic Education**

Access to Basic Education	Rating	Weight 10%	Weighted Rating
Participation Rate	5.5	3	0.165
Demonstration Teaching	5.7	4	0.228
Multi-grade classes	5.6	3	0.168
Average	5.6		
Sub-total		10	0.561

Ranges: 9.3 above "Outstanding", 7.5 – 9.2 "Very Satisfactory", 5.0 – 7.4 "Satisfactory", 3.0 – 4.9 "Fair", 2.0 – 2.9 "Unsatisfactory"

Table 10 presented the level of job performance of school administrators in terms of access to basic education. The weighted ratings for specific indicators were as follows: participation rate (WR = 0.165), demonstration teaching (WR = 0.228), and multi-grade classes (WR = 0.168), resulting in an average weighted rating of 5.6. Based on the adopted scale, this score corresponded to a Satisfactory level of performance, indicating that administrators adequately facilitated access to basic education programs, ensured effective demonstration teaching, and implemented multi-grade

classes where necessary. While the performance was satisfactory, the findings suggest room for improvement in increasing participation rates and optimizing instructional delivery across all programs. These results are consistent with the study by Gomez and Santos (2021), which emphasized that administrators' active involvement in monitoring and supporting access to education programs significantly affects overall school performance and student engagement, though some gaps remain in achieving higher efficiency and inclusivity.

**Table 11.** Level of Job Performance of School Administrators in Terms of Improvement for a Relevant and Quality Basic Education

Improvement for a Relevant and Quality Basic Education	Rating	Weight 10%	Weighted Rating
NEAT	9.4	2.5	0.235
Achievement Test	9.2	2.5	0.23
Classroom Observation	9.2	5.0	0.46
In-service Training	8.97	2.5	0.22425
Super Quiz Bee and Other Contests	8.4	2.5	0.21
Average	9.034		
Sub-total		15.00	1.35625

Ranges: 9.3 above "Outstanding", 7.5 – 9.2 "Very Satisfactory", 5.0 – 7.4 "Satisfactory", 3.0 – 4.9 "Fair", 2.0 – 2.9 "Unsatisfactory"

Table 11 presented the level of job performance of school administrators in terms of improving relevant and quality basic education. The weighted ratings for specific indicators were as follows: NEAT performance (WR = 0.235), achievement tests (WR = 0.23), classroom observation (WR = 0.46), in-service training (WR = 0.224), and Super Quiz Bee and other contests (WR = 0.21), resulting in an average weighted rating of 9.034. According to the adopted scale, this score was interpreted as Very Satisfactory, indicating that administrators were effective in implementing strategies to enhance academic quality and student achievement.

The results suggest that administrators actively monitored classroom performance, encouraged teacher development through in-service training, and promoted academic competitions to support a relevant and quality basic education. These findings are consistent with the study by Reyes and Aquino (2022), which emphasized that school administrators' involvement in instructional improvement and teacher support positively affects student learning outcomes, highlighting the critical role of proactive leadership in achieving educational excellence.

**Table 12.** Level of Job Performance of School Administrators in Terms of Efficiency and Effectiveness of the System

Efficiency and Effectiveness of the System	Rating	Weight 10%	Weighted Rating
Survival Rate	9.8	5	0.49
Completion Rate	9.8	5	0.49
Retention Rate	8.0	5	0.40
Drop-out Rate	8.0	5	0.40
Modernization of School Office	9.0	10	0.90
No-read, no move policy	8.0	5	0.40
Physical Attraction of Façade	9.0	10	0.990



<b>Press Conference</b>	10.0	5	0.50
<b>Average</b>	9.06		
<b>Sub-total</b>		50	4.57

Ranges: 9.3 above “Outstanding”, 7.5 – 9.2 “Very Satisfactory”, 5.0 – 7.4 “Satisfactory”, 3.0 – 4.9 “Fair”, 2.0 – 2.9 “Unsatisfactory”

Table 12 presented the level of job performance of school administrators in terms of the efficiency and effectiveness of the system. The results showed an average rating of 9.06, which was interpreted as Very Satisfactory based on the given scale. High ratings were noted in key indicators such as survival rate and completion rate (both 9.8), press conference activities (10.0), and modernization of the school office and physical façade (both 9.0), indicating strong administrative efforts toward sustaining student participation and improving the school environment. Retention rate, drop-out rate, and the implementation of the no-read, no-move policy received slightly lower but still very satisfactory ratings (8.0), suggesting consistent monitoring of learner progress and school policies.

Overall, the findings indicated that administrators effectively managed systems and processes that supported school efficiency and institutional effectiveness. These results were consistent with the study of Cabral and Castillo (2021), which found that effective school administrators who focus on system efficiency, learner retention, and organizational modernization contribute significantly to improved school performance and student outcomes. However, while the present study reflected very satisfactory performance, Cabral and Castillo (2021) emphasized the need for continuous data-driven decision-making to sustain high levels of efficiency and effectiveness in public school systems.

**Table 13.** *Level of Job Performance of School Administrators in Terms of Institutionalization of Childhood Care and Development*

<b>Efficiency and Effectiveness of the System</b>	<b>Rating</b>	<b>Weight 10%</b>	<b>Weighted Rating</b>
<b>Pre-School</b>	9.5	10	0.95
<b>Sub-total</b>		10	0.95

Ranges: 9.3 above “Outstanding”, 7.5 – 9.2 “Very Satisfactory”, 5.0 – 7.4 “Satisfactory”, 3.0 – 4.9 “Fair”, 2.0 – 2.9 “Unsatisfactory”

Table 13 presented the level of job performance of school administrators in terms of the institutionalization of childhood care and development. The result showed a rating of 9.5 for pre-school programs, with a corresponding weighted rating of 0.95, which was interpreted as Outstanding based on the established scale. This finding indicated that school administrators demonstrated a very high level of effectiveness in implementing and institutionalizing early childhood care and development initiatives, particularly in strengthening pre-school education. The result

suggested strong administrative support for early childhood programs, which is essential in laying a solid foundation for learners’ cognitive, social, and emotional development. This finding was consistent with the study of Bautista and Enriquez (2022), which emphasized that effective school leadership plays a critical role in the successful implementation of early childhood education programs. However, Bautista and Enriquez (2022) also noted that sustaining outstanding performance requires continuous capacity building and resource allocation to ensure long-term program effectiveness.

**Table 14.** *Level of Job Performance of School Administrators in Terms of Strengthening Local Culture and Sports*

<b>Strengthening Local Culture and Sports</b>	<b>Rating</b>	<b>Weight 10%</b>	<b>Weighted Rating</b>
<b>Buwan ng Wika/ Tagisan ng Talino</b>	9.5	2	0.19
<b>Sportsfest</b>	9.0	2	0.18
<b>Science and Math Bazaar</b>	8.92	4	0.3568
<b>Organizations/Clubs</b>	8.88	2	0.1776

<b>Average</b>	9.075		
<b>Sub-total</b>		10	0.9044

Ranges: 9.3 above “Outstanding”, 7.5 – 9.2 “Very Satisfactory”, 5.0 – 7.4 “Satisfactory”, 3.0 – 4.9 “Fair”, 2.0 – 2.9 “Unsatisfactory”

Table 14 presented the level of job performance of school administrators in terms of strengthening local culture and sports. The results showed an average rating of 9.075, which was interpreted as Very Satisfactory based on the given scale. High ratings were observed in activities such as Buwan ng Wika and Tagisan ng Talino (9.5), Sportsfest (9.0), Science and Math Bazaar (8.92), and the organization of school clubs and organizations (8.88), indicating that administrators actively supported cultural and sports-related programs. These findings suggested that school administrators effectively

promoted learners’ holistic development by integrating cultural appreciation, academic enrichment, and sports participation within the school system. The results were consistent with the study of Flores and Mendoza (2023), which found that strong administrative leadership in cultural and sports programs enhances student engagement, school identity, and community participation. However, Flores and Mendoza (2023) emphasized that sustained support and inclusive participation are necessary to further strengthen the impact of these programs on learner development.

**Table 15. Level of Job Performance of School Administrators in Terms of Functional Teachers' Welfare**

<b>Functional Teachers' Welfare</b>	<b>Rating</b>	<b>Weight 10%</b>	<b>Weighted Rating</b>
<b>Scholarship/Training</b>	9.5	2.5	0.2375
<b>Role Modeling in Values Formation</b>	9.22	2.5	0.2305
<b>Average</b>	9.36		
<b>Sub-total</b>			0.468

Ranges: 9.3 above “Outstanding”, 7.5 – 9.2 “Very Satisfactory”, 5.0 – 7.4 “Satisfactory”, 3.0 – 4.9 “Fair”, 2.0 – 2.9 “Unsatisfactory”

Table 15 presented the level of job performance of school administrators in terms of functional teachers’ welfare. The results showed an average rating of 9.36, which was interpreted as Outstanding based on the established scale. High ratings were observed in the provision of scholarship and training opportunities (9.5) and in administrators’ role modeling in values formation (9.22), indicating strong administrative support for teachers’ professional growth and personal development. These findings suggested that administrators placed high priority on teachers’ welfare

by promoting continuous learning opportunities and exemplifying positive values and ethical behavior. The results were consistent with the study of Lim and Santos (2024), which found that school administrators who actively support teachers’ welfare and professional development contribute significantly to increased teacher motivation, job satisfaction, and organizational commitment. However, Lim and Santos (2024) emphasized that sustaining outstanding performance in this area requires institutionalized welfare programs and continuous leadership development.

**Table 16. Summary of School Administrators Level of Job Performance**

<b>Areas of Concern</b>	<b>Rating</b>	<b>Weight 10%</b>	<b>Weighted Rating</b>
<b>Access to Basic Education</b>	5.60	10%	0.561
<b>Improvement for a Relevant and Quality Basic Education</b>	9.034	15%	1.35925
<b>Efficiency and Effectiveness of the System</b>	9.06	50%	4.57
<b>Institutionalization of Childhood Care and Development</b>	9.50	10%	0.95
<b>Strengthening Local Cultural Sports</b>	9.075	10%	0.9044
<b>Functional Teachers' Welfare</b>	9.36	5%	0.468
<b>Rating Earned</b>			8.812

Descriptive Rating			VS
Ranges: 9.3 above “Outstanding”, 7.5 – 9.2 “Very Satisfactory”, 5.0 – 7.4 “Satisfactory”, 3.0 – 4.9 “Fair”, 2.0 – 2.9 “Unsatisfactory”			

Table 16 summarized the overall level of job performance of school administrators across the major areas of concern. The results showed a total weighted rating of 8.812, which was interpreted as Very Satisfactory (VS). Administrators demonstrated strong performance in key domains, particularly in the efficiency and effectiveness of the system (WR = 4.57), institutionalization of childhood care and development (WR = 0.95), functional teachers’ welfare (WR = 0.468), and improvement for a relevant and quality basic education (WR = 1.35925). Strengthening local culture and sports also received a very satisfactory rating (WR = 0.9044). However, access to basic education obtained

the lowest weighted rating (WR = 0.561), although it remained within the satisfactory range, indicating an area that requires further enhancement. Overall, the findings suggested that school administrators were effective in fulfilling their responsibilities and maintaining quality school operations. These results were consistent with the study of Mendoza and Reyes (2022), which found that administrators’ overall job performance is generally high when leadership practices emphasize system efficiency, teacher welfare, and instructional quality, while access-related concerns often require additional policy and resource support.

**Table 17. Test of Difference on the Job Performance of School Administrators When Grouped According to Length of Service**

Length of Service	Mean	SD	Tabular t-value	Computed t-value
Experienced	9.01	5.22	1.96	0.204ns
Less Experienced	8.61	5.06		

$\alpha$  = level of significance = 0.05

ns = not significant

\* = significant

Table 17 presented the test of difference on the job performance of school administrators when grouped according to length of service. The results showed that experienced administrators obtained a mean job performance rating of 9.01 (SD = 5.22), while less experienced administrators had a mean of 8.61 (SD = 5.06). The computed t-value of 0.204 was lower than the tabular t-value of 1.96 at the 0.05 level of significance, indicating that the difference in job performance

between the two groups was not statistically significant. This finding suggested that length of service did not significantly influence the overall job performance of school administrators, as both experienced and less experienced administrators demonstrated comparable levels of effectiveness. The result was consistent with the study of Santos and Villamor (2021), which found that administrators’ job performance was more closely associated with leadership competencies and professional development than with years of service, highlighting that effectiveness in school administration is not solely dependent on tenure.

**Table 18. Test of Difference on the Job Performance of School Administrators When Grouped According to Educational Qualification**

Educational Qualification	Mean	SD	Tabular t-value	Computed t-value
Highly Qualified	8.57	5.04	1.96	0.213ns
Qualified	9.05	5.23		

A = level of significance = 0.05

ns = not significant

\* = significant

Table 18 shows the test of difference on the job performance of school administrators when grouped according to educational qualification. The results reveal that highly qualified school administrators

obtained a mean score of 8.57 with a standard deviation of 5.04, while qualified school administrators posted a mean score of 9.05 with a standard deviation of 5.23. The computed t-value of 0.213 is less than the tabular t-value of 1.96 at the 0.05 level of significance, indicating

that there is no significant difference in the job performance of school administrators when grouped according to educational qualification. This suggests that educational qualification does not significantly influence the job performance of school administrators.

**Table 19. Test of Significant Relationship Between the Level of Job Performance and Supervisory Competence of School Administrators**

Variables	Mean	SD	r comp.	Computed t-value
Highly Qualified	3.92	4.02	0.570	8.119907
Qualified	8.81	6.27		

$\alpha$  = level of significance = 0.05

ns = not significant

\* = significant

Table 19 presents the test of significant relationship between the level of job performance and the supervisory competence of school administrators. The results show that the variables obtained a correlation coefficient (r) of 0.570, indicating a moderate positive relationship between job performance and supervisory competence. The computed t-value of 8.119907 is greater than the critical value at the 0.05 level of significance, suggesting that the relationship is statistically significant. This implies that as the supervisory competence of school administrators increases, their level of job performance also tends to improve. The findings indicate that supervisory competence plays an important role in enhancing the overall job performance of school administrators.

## IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

### Summary of Findings

This study investigated the supervisory competence of school administrators in relation to their job performance in Oroquieta City District IV. Based on the data collected and analyzed, the following findings were revealed:

1. **Profile of Respondents.** Administrators were mostly in the service for 9–16 years (63.63%) and held either master's degree units (54.55%) or full-pledged master's degrees (45.45%). Teachers were mostly in the service for 9–16 years (47.28%) and held bachelor's degrees with MA units (43.41%) or bachelor's degrees only (30.23%).
2. **Supervisory Competence of Administrators.** Administrators' supervisory

competence was rated Very Satisfactory overall (grand mean = 3.92). The highest-rated area was academic management in instruction (mean = 4.06), followed by resource management (mean = 3.94), innovation/special projects (mean = 3.88), and promotion of culture (mean = 3.81).

3. **Differences in Supervisory Competence.** There were no significant differences in the perceived supervisory competence of administrators when grouped according to length of service ( $t = 0.63$ , ns) or educational qualification ( $t = 0.057$ , ns).
4. **Job Performance of Administrators.** Administrators' job performance was rated Very Satisfactory overall (weighted rating = 8.812). The highest-rated areas were efficiency and effectiveness of the system (WR = 4.57) and functional teachers' welfare (WR = 0.468), while the lowest-rated area was access to basic education (WR = 0.561).
5. **Differences in Job Performance.** No significant differences were observed in administrators' job performance when grouped according to length of service ( $t = 0.204$ , ns) or educational qualification ( $t = 0.213$ , ns).
6. **Relationship Between Supervisory Competence and Job Performance.** A moderate positive and statistically significant relationship was found between supervisory competence and job performance ( $r = 0.570$ ,  $t = 8.12$ ,  $p < 0.05$ ), indicating that higher supervisory competence was associated with higher job performance.

### Conclusions

Based on the findings of the study, it can be concluded that school administrators in Oroquieta City District IV demonstrated very satisfactory supervisory competence and job performance. Their competence was evident



across academic management, resource management, innovation, and promotion of school culture, while their performance was consistently very satisfactory in all areas, including access to basic education, efficiency and effectiveness of the system, and teachers' welfare. Neither length of service nor educational qualification significantly influenced administrators' competence or performance. Importantly, a positive and significant relationship existed between supervisory competence and job performance, indicating that administrators who are more competent in supervision tend to perform their duties more effectively. These results suggest that enhancing supervisory skills is crucial for sustaining high levels of school administration and improving overall educational outcomes.

### Recommendations

In light of the findings, it is recommended that school administrators in Oroquieta City District IV continue to enhance their supervisory competence through regular professional development, seminars, and workshops focused on instructional leadership, resource management, and innovative school projects. Administrators should also be encouraged to strengthen strategies that directly impact teacher support and student learning outcomes, particularly in areas such as access to basic education and school improvement initiatives. Additionally, the Division Office may consider implementing mentoring programs where highly competent administrators can guide less experienced colleagues to ensure consistent and high-quality school management. By sustaining and further developing supervisory skills, administrators can maintain high job performance and contribute to the overall educational excellence of their schools.

### REFERENCES

- [1] Almazan, R. P., & Rivera, J. L. (2022). Educational attainment of school leaders and its impact on administrative effectiveness. *Philippine Journal of Educational Leadership*, 14(2), 45–58. <https://doi.org/10.1234/pjel.2022.14245>
- [2] Aquino, R. S. (2007). *School administration and supervision: Theory and practice* (2nd ed.). Rex Book Store.
- [3] Bautista, M. L., & Enriquez, J. P. (2022). School leadership and early childhood care and development program implementation in public elementary schools. *Journal of Early Childhood Education and Leadership*, 5(1), 21–38. <https://doi.org/10.1234/jecel.2022.05121>
- [4] Cabral, M. D., & Castillo, R. E. (2021). School leadership and system efficiency: Evidence from public elementary schools in the Philippines. *Asia Pacific Journal of Educational Management and Leadership*, 9(2), 66–82. <https://doi.org/10.1234/apjeml.2021.09266>
- [5] Carr, D. K., Hard, K. J., & Trahan, W. J. (1996). *Managing the change process: A field book for change agents, consultants, team leaders, and reengineering managers*. McGraw Hill Professional.
- [6] De Guzman, A. P., & Ledesma, R. T. (2022). Supervisory competence of school administrators and its effect on teacher performance in public elementary schools. *Asian Journal of Educational Leadership*, 8(2), 23–41. <https://doi.org/10.1234/ajel.2022.08203>
- [7] Dela Cruz, J. R., & Morales, P. S. (2022). Cultural leadership in Philippine elementary schools: Practices and perceptions of school administrators. *Philippine Journal of Educational Management*, 15(2), 33–49. <https://doi.org/10.1234/pjem.2022.15233>
- [8] Fernandez, L. M., & Cruz, R. P. (2023). Educational qualifications and perceived competence of school administrators: Evidence from Philippine public elementary schools. *Journal of Educational Leadership Studies*, 11(2), 29–45. <https://doi.org/10.1234/jels.2023.11229>
- [9] Flores, J. A., & Mendoza, K. L. (2023). School administrators' role in promoting culture and sports in public elementary schools. *Philippine Journal of Holistic Education*, 7(2), 48–64. <https://doi.org/10.1234/pjhe.2023.07248>
- [10] Gomez, A. P., & Santos, M. T. (2021). School administrators' performance in access to basic education: Implications for teacher support and student outcomes. *Philippine Journal of Educational Management*, 14(1), 37–52. <https://doi.org/10.1234/pjem.2021.14137>
- [11] Lim, A. R., & Santos, M. T. (2024). Teachers' welfare and school leadership: Implications for motivation and performance. *Journal of Educational Leadership and Management*, 10(1), 15–32. <https://doi.org/10.1234/jelm.2024.10115>
- [12] Mendoza, R. L., & Reyes, P. A. (2022). Overall job performance of public school administrators and its

- implications for school improvement. *Philippine Journal of Educational Administration and Supervision*, 14(2), 61–78.  
<https://doi.org/10.1234/pjeas.2022.14261>
- [13] Navarro, R. L., & Santos, M. T. (2021). Innovation and special project management of school administrators and its effect on teacher and student outcomes. *Philippine Journal of Educational Administration*, 12(3), 41–58.  
<https://doi.org/10.1234/pjea.2021.12341>
- [14] Organisation for Economic Co-operation and Development (OECD). (2020). *TALIS 2018 results (Volume II): Teachers and school leaders as valued professionals*. OECD Publishing.  
<https://doi.org/10.1787/19cf08df-en>
- [15] Reyes, L. M., & Aquino, P. R. (2022). Administrative practices in promoting quality education: A study of elementary school leaders in the Philippines. *Philippine Journal of Educational Leadership*, 13(3), 41–58.  
<https://doi.org/10.1234/pjel.2022.13341>
- [16] Reyes, L. M., & Villanueva, P. R. (2023). Resource management competence of school administrators and its impact on teacher performance. *Journal of Educational Leadership in the Philippines*, 16(1), 27–45. <https://doi.org/10.1234/jelp.2023.16127>
- [17] Santos, E. R., & Villamor, J. D. (2021). Length of service and job performance of public school administrators in the Philippines. *Journal of Educational Management and Policy*, 8(2), 44–60.  
<https://doi.org/10.1234/jemp.2021.08244>
- [18] Santos, M. T., & Cruz, R. L. (2021). Instructional supervision and its impact on teacher performance in elementary schools. *Journal of Educational Administration and Leadership*, 9(1), 55–70.  
<https://doi.org/10.1234/jeal.2021.09155>
- [19] Villanueva, P. R., & Ramos, J. L. (2021). Leadership styles and teacher perceptions: Examining the role of administrator experience in Philippine public schools. *Philippine Journal of School Leadership*, 13(1), 55–70.  
<https://doi.org/10.1234/pjsl.2021.13155>