

School Heads Educational Management Practices on the Teachers' Productivity and Performance in Secondary Schools of the Division of Laguna

Mheivelene Alias Olango

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: mheivelene.olango@deped.gov.ph

Abstract—This study examined the relationship between school heads' educational management practices and teachers' productivity and performance in secondary schools in the Division of Laguna. It sought to find out the School Heads Educational Management Practices, the level of teacher productivity and performance. The study also aimed to determine whether significant relationships exist between the educational management practices and teachers' productivity and performance. A quantitative descriptive-correlational research design was utilized. Data were collected from teachers in selected secondary schools using validated structured survey questionnaires measuring management practices, productivity, and performance indicators. Mean, SD and Pearson R correlation analysis were employed to describe variables and test relationships. Results showed that school heads demonstrated a very high level of educational management practices across all dimensions. Teachers also exhibited very high levels of productivity, particularly in instructional strategies, classroom management, and professional development as well as performance. Significant positive relationships were found between school heads' management practices on teachers' productivity and performance. The findings indicate that effective educational management practices play a significant role in enhancing teachers' productivity and performance that leads to rejection of null hypotheses. This concludes that as school heads practice more effective educational management, teachers tend to become more productive in their professional responsibilities and teaching effectiveness. It is recommended that the School heads may further strengthen instructional leadership practices through continuous professional development focused on instructional supervision and academic goal-setting.

Keywords— School Head's Educational Management Practices, School Heads, Teachers' Productivity, Teachers' Performance.

I. INTRODUCTION

Education serves as the cornerstone of a nation's progress, shaping not only the minds of young learners but also the future of society itself. Within the walls of every school, the success of educational endeavors largely depends on the leadership that guides them. School Heads play a vital role in ensuring that teachers are motivated, supported, and empowered to perform their best. Their management practices ranging from decision-making and supervision to communication and professional development create an environment where teachers can thrive and students can achieve academic excellence. In the context of secondary schools in the Division of Laguna, effective educational management is especially critical as these institutions prepare

learners to meet the demands of higher education and a rapidly changing world.

However, managing a school in today's dynamic educational landscape is no easy task. School Heads must balance administrative responsibilities with instructional leadership while addressing challenges such as limited resources, shifting policies, and diverse teacher needs. The way they approach these challenges directly affects teachers' morale, motivation, and overall productivity. When school heads demonstrate fairness, transparency, and a genuine concern for the professional growth of their staff, teachers are more likely to exhibit commitment, creativity, and high performance. Conversely, ineffective leadership and poor management practices may lead to burnout, low job satisfaction, and decreased productivity among teachers.

This study sought to explore and understand the educational management practices of school heads in the Division of Laguna and how these practices influence teachers' productivity and performance. By examining the relationship between leadership behaviors and teacher outcomes, the research study aims to provide valuable insights for improving management strategies and fostering a more supportive school environment. Ultimately, this study hopes to contribute to the continuous improvement of educational systems in Laguna and beyond, ensuring that both school leaders and teachers work collaboratively toward the shared goal of quality education for all.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to examine the relationship of school heads educational management practices and their teachers' productivity and performance in secondary schools of the Division of Laguna.

Specifically, this study sought to answer the following questions:

1. What is the level of school heads educational management practices in terms of:
 - 1.1 instructional leadership;
 - 1.2 decision-making competence;
 - 1.3 communication skills;
 - 1.4 resource management; and
 - 1.5 staff development support?
2. What is the level of teachers' productivity in terms of:

- 2.1 professional development;
- 2.2 community engagement;
- 2.3 instructional strategies;
- 2.4 research;
- 2.5 classroom management; and
- 2.6 auxiliary functions?
3. What is the level of teachers' performance in terms of:
 - 3.1 content knowledge and pedagogy;
 - 3.2 learning environment and diversity of learners;
 - 3.3 curriculum and planning & assessment and reporting;
 - 3.4 community linkages and professional engagement; and
 - 3.5 personal growth and professional development?
4. Is there a significant relationship between school heads educational management practices and teachers' productivity?
5. Is there a significant relationship between school heads educational management practices and teachers' performance?

II. METHODOLOGY

A quantitative descriptive-correlational research design was utilized. Data were collected from teachers in selected secondary schools using validated structured survey questionnaires measuring management practices, productivity, and performance indicators. Mean, SD and Pearson R correlation analysis were employed to describe variables and test relationships.

III. RESULTS AND DISCUSSION

This part deals with the detailed analysis of the data gathered from the questionnaire, as well as the interpretation of data relative to the research questions and problems which this paper integrated.

Level of School Heads' Educational Management Practices

In this study, the researcher examined the level of school heads' educational management practices in terms of instructional leadership in secondary schools of the Division of Laguna.

The following tables present the statistical results including the mean, standard deviation, and verbal interpretation of each indicator.

Table 1 shows the level of school heads' educational management practices in terms of instructional leadership. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Supports innovative teaching methods in the classroom." obtained the highest mean of 6.61 with a standard deviation of 0.56. On the other hand, "Provides clear guidance and direction for instructional improvement." attained the lowest mean of 6.44 with a standard deviation of 0.54, which still had the remarks as "Strongly Agree".

The overall weighted mean of 6.56 with a standard deviation of 0.34 and a verbal interpretation of "Very High" indicate that school heads demonstrate a high level of instructional leadership in managing their schools.

The findings reveal that the school heads in the Division of Laguna effectively practice instructional leadership by providing clear guidance and direction, observing and monitoring teaching practices, supporting innovative methods, setting clear academic goals and expectations, and encouraging collaboration among teachers that may contribute to enhance instructional leadership.

Table 1. Level of School Heads' Educational Management Practices in terms of Instructional Leadership

Statements	Mean	SD	Remarks
The school head ...			
.... provides clear guidance and direction for instructional improvement.	6.44	0.54	Strongly Agree
.... observes and monitors teaching practices to ensure high-quality instruction.	6.59	0.55	Strongly Agree
.... supports innovative teaching methods in the classroom.	6.61	0.56	Strongly Agree
.... sets clear academic goals and expectations for teachers and students.	6.60	0.53	Strongly Agree
.... encourages collaboration among teachers to improve instructional practices.	6.55	0.60	Strongly Agree
Weighted Mean	6.56		
SD	0.34		
Verbal Interpretation	Very High		

Table 2. Level of School Heads' Educational Management Practices in terms of Decision-Making Competence

Statements	Mean	SD	Remarks
The school head ...			
.... makes timely and well-informed decisions that benefit the school.	6.47	0.69	Strongly Agree
.... considers teachers' opinions and suggestions when making decisions.	6.45	0.73	Strongly Agree
.... resolves conflicts effectively and fairly.	6.51	0.68	Strongly Agree
.... demonstrates consistency and sound judgment in decision-making.	6.44	0.69	Strongly Agree
.... evaluates the outcomes of decisions to continuously improve school processes.	6.51	0.71	Strongly Agree
Weighted Mean	6.48		
SD	0.54		
Verbal Interpretation	Very High		

Table 2 shows the level of school heads' educational management practices in terms of decision-making competence. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Resolves conflicts effectively and fairly." obtained the highest mean of 6.51 with a standard deviation of 0.68, followed by "Evaluates the outcomes of decisions to continuously improve school processes." with the same mean of 6.51 and a standard deviation of 0.71. On the other hand, "Demonstrates consistency and sound judgment in decision-making." attained the lowest mean of 6.44 with a standard deviation of 0.69, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.48 with a standard deviation of 0.54 and a verbal interpretation of "Very High" indicate that school heads demonstrate a high level of decision-making competence in managing their schools.

The findings reveal that the school heads in the Division of Laguna effectively practice decision-making competence by making timely and well-informed decisions, considering teachers' opinions and suggestions, resolving conflicts

effectively and fairly, demonstrating consistency and sound judgment, and evaluating the outcomes of decisions that impact educators, students, and the school community.

Table 3. Level of School Heads' Educational Management Practices in terms of Communication Skills

Statements The school head ...	Mean	SD	Remarks
.... communicates expectations and policies clearly to teachers.	6.56	0.65	Strongly Agree
.... maintains open channels for feedback and discussion with staff.	6.40	0.75	Strongly Agree
.... provides constructive feedback on teaching and professional matters.	6.39	0.73	Strongly Agree
.... listens actively and responds appropriately to teachers' concerns.	6.55	0.75	Strongly Agree
.... ensures timely dissemination of important school information and updates.	6.48	0.67	Strongly Agree
Weighted Mean	6.48		
SD	0.55		
Verbal Interpretation	Very High		

Table 3 shows the level of school heads' educational management practices in terms of communication skills. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Communicates expectations and policies clearly to teachers." obtained the highest mean of 6.56 with a standard deviation of 0.65. On the other hand, "Provides constructive feedback on teaching and professional matters." attained the lowest mean of 6.39 with a standard deviation of 0.73, which still had the remarks as "Strongly Agree".

The overall weighted mean of 6.48 with a standard deviation of 0.55 and a verbal interpretation of "Very High" indicate that school heads demonstrate a high level of communication skills in managing their schools.

The findings reveal that the school heads in the Division of Laguna effectively practice communication skills by communicating expectations and policies, maintaining open channels for feedback and discussion, providing constructive feedback, listening actively and responding appropriately, and ensuring timely dissemination of important school information and updates to promote teamwork and less organizational conflict.

Table 4 shows the level of school heads' educational management practices in terms of resource management. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Regularly reviews resource allocation to address emerging school needs." obtained the highest mean of 6.50 with a standard deviation of 0.76. On the other hand, "Allocates teaching resources efficiently and effectively." attained the lowest mean of 6.42 with a standard deviation of 0.78, followed by "Manages the school budget responsibly and transparently." with the same mean of 6.42 and a standard deviation of 0.78, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.45 with a standard deviation of 0.63 and a verbal interpretation of "Very High" indicate that school heads demonstrate a high level of resource management in managing their schools.

Table 5. Level of School Heads' Educational Management Practices in terms of Resource Management

Statements The school head ...	Mean	SD	Remarks
.... allocates teaching resources efficiently and effectively.	6.42	0.78	Strongly Agree
.... ensures that facilities and materials are available to support learning.	6.47	0.75	Strongly Agree
.... manages the school budget responsibly and transparently.	6.42	0.78	Strongly Agree
.... prioritizes resource use to enhance instructional quality.	6.47	0.77	Strongly Agree
.... regularly reviews resource allocation to address emerging school needs.	6.50	0.76	Strongly Agree
Weighted Mean	6.45		
SD	0.63		
Verbal Interpretation	Very High		

The findings reveal that the school heads in the Division of Laguna effectively practice resource management by allocating teaching resources, ensuring that facilities and materials are available, managing the school budget, prioritizing resource use, and regularly reviewing resource allocation to strategically balance the operational effectiveness and moral responsibility, guaranteeing that schools continue to be sustainable and productive.

Table 5 shows the level of school heads' educational management practices in terms of staff development support. All indicators were rated "Strongly Agree" as the results of the statistical analysis.

Among the statements, "Recognizes and rewards teachers' achievements and contributions." obtained the highest mean of 6.52 with a standard deviation of 0.67. On the other hand, "Fosters a culture of continuous learning among the staff." attained the lowest mean of 6.44 with a standard deviation of 0.65, which still had the remarks as "Strongly Agree".

The overall weighted mean of 6.49 with a standard deviation of 0.46 and a verbal interpretation of "Very High" indicate that school heads demonstrate a high level of staff development support in managing their schools.

Table 5. Level of School Heads' Educational Management Practices in terms of Staff Development Support

Statements The school head ...	Mean	SD	Remarks
.... encourages teachers to attend training programs and professional development activities.	6.49	0.62	Strongly Agree
.... provides mentoring or coaching to support teacher growth.	6.50	0.64	Strongly Agree
.... recognizes and rewards teachers' achievements and contributions.	6.52	0.67	Strongly Agree
.... fosters a culture of continuous learning among the staff.	6.44	0.65	Strongly Agree
.... provides opportunities for teachers to take leadership roles in professional activities.	6.50	0.61	Strongly Agree
Weighted Mean	6.49		
SD	0.46		
Verbal Interpretation	Very High		

The findings reveal that the school heads in the Division of Laguna effectively practice staff development support by encouraging teachers to attend training programs and professional development activities, providing mentoring or coaching, recognizing and rewarding teachers' achievements

and contributions, fostering a culture of continuous learning, and providing opportunities based on collaborative learning and leadership commitment.

Level of Teachers' Productivity

In this study, the researcher examined the level of teachers' productivity in terms of professional development in secondary schools of the Division of Laguna. The following tables present the statistical results including the mean, standard deviation, and verbal interpretation of each indicator.

Table 6. Level of Teachers' Productivity in terms of Professional Development

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... actively participate in training programs and seminars to enhance my teaching competencies.	6.51	0.57	Strongly Agree
.... seek opportunities for continuous learning to improve my professional growth.	6.50	0.54	Strongly Agree
.... regularly reflect on my teaching practices to identify areas for improvement.	6.50	0.59	Strongly Agree
.... apply new knowledge and skills gained from professional development activities in my classroom instruction.	6.51	0.62	Strongly Agree
.... collaborate with colleagues to share best practices gained from trainings.	6.57	0.62	Strongly Agree
Weighted Mean	6.52		
SD	0.36		
Verbal Interpretation	Very High		

Table 6 shows the level of teachers' productivity in terms of professional development. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Collaborate with colleagues to share best practices gained from trainings." obtained the highest mean of 6.57 with a standard deviation of 0.62. On the other hand, "Seek opportunities for continuous learning to improve my professional growth." attained the lowest mean of 6.50 with a standard deviation of 0.54, followed by "Regularly reflect on my teaching practices to identify areas for improvement." with the same mean of 6.50 and a standard deviation of 0.59, which still had the remarks as "Strongly Agree".

The overall weighted mean of 6.52 with a standard deviation of 0.36 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of productivity in terms of professional development.

The findings reveal that teachers in the Division of Laguna actively participate in training programs and seminars, seek opportunities for continuous learning, regularly reflect on teaching practices, apply new knowledge and skills gained from professional development activities, and collaborate with colleagues to enhance professional growth.

Table 7 shows the level of teachers' productivity in terms of community engagement. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Promote community involvement as an integral part of the school's development goals." obtained the highest mean of 6.55 with a standard deviation of 0.62. On the other hand, "Engage in community initiatives that promote school goals and student success." attained the lowest mean of

6.47 with a standard deviation of 0.54, which still had the remarks as "Strongly Agree".

Table 7. Level of Teachers' Productivity in terms of Community Engagement

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... participate in school-community partnerships that support student learning and well-being.	6.49	0.61	Strongly Agree
.... collaborate with parents and community members to address learners' needs.	6.52	0.61	Strongly Agree
.... take part in outreach and extension programs organized by the school.	6.50	0.64	Strongly Agree
.... promote community involvement as an integral part of the school's development goals.	6.55	0.62	Strongly Agree
.... engage in community initiatives that promote school goals and student success.	6.47	0.54	Strongly Agree
Weighted Mean	6.50		
SD	0.39		
Verbal Interpretation	Very High		

The overall weighted mean of 6.50 with a standard deviation of 0.39 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of productivity in terms of community engagement.

The findings reveal that teachers in the Division of Laguna participate in school-community partnerships, collaborate with parents and community members, take part in outreach and extension programs organized by the school, promote community involvement, and engage in community initiatives that promote school goals and student success.

Table 8. Level of Teachers' Productivity in terms of Instructional Strategies

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... use a variety of teaching strategies to meet diverse learners' needs.	6.60	0.57	Strongly Agree
.... integrate technology and innovative methods to enhance classroom instruction.	6.50	0.62	Strongly Agree
.... adapt my teaching strategies based on student feedback and learning outcomes.	6.58	0.60	Strongly Agree
.... design learning activities that encourage critical thinking and creativity.	6.50	0.56	Strongly Agree
.... continuously evaluate the effectiveness of my teaching strategies and revise as needed.	6.59	0.58	Strongly Agree
Weighted Mean	6.55		
SD	0.39		
Verbal Interpretation	Very High		

Table 8 shows the level of teachers' productivity in terms of instructional strategies. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Use a variety of teaching strategies to meet diverse learners' needs." obtained the highest mean of 6.60 with a standard deviation of 0.57. On the other hand, "Integrate technology and innovative methods to enhance classroom instruction." attained the lowest mean of 6.50 with a standard deviation of 0.62, followed by "Design learning activities that encourage critical thinking and creativity." with the same mean of 6.50 and a standard deviation of 0.56, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.55 with a standard deviation of 0.39 and a verbal interpretation of "Very High" indicate that teachers

demonstrate a high level of productivity in terms of instructional strategies.

The findings reveal that teachers in the Division of Laguna use a variety of teaching strategies, integrate technology and innovative methods, adapt teaching strategies based on student feedback and learning outcomes, design learning activities that encourage critical thinking and creativity, and continuously evaluate the effectiveness of teaching strategies and revise as needed.

Table 9 shows the level of teachers' productivity in terms of research. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Engage in classroom-based research to improve teaching and learning practices." obtained the highest mean of 6.58 with a standard deviation of 0.57, followed by "Use research findings to inform my instructional decisions." with the same mean of 6.58 and a standard deviation of 0.58. On the other hand, "Share the results of my research with colleagues for collaborative improvement." attained the lowest mean of 6.48 with a standard deviation of 0.62, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.54 with a standard deviation of 0.37 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of productivity in terms of research.

Table 9. Level of Teachers' Productivity in terms of Research

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... engage in classroom-based research to improve teaching and learning practices.	6.58	0.57	Strongly Agree
.... use research findings to inform my instructional decisions.	6.58	0.58	Strongly Agree
.... share the results of my research with colleagues for collaborative improvement.	6.48	0.62	Strongly Agree
.... value research as an important tool in enhancing educational outcomes.	6.55	0.59	Strongly Agree
.... participate in school-led research initiatives that address instructional challenges.	6.53	0.61	Strongly Agree
Weighted Mean	6.54		
SD	0.37		
Verbal Interpretation	Very High		

The findings reveal that teachers in the Division of Laguna engage in classroom-based research, use research findings, share the results of my research with colleagues, value research as an important tool in enhancing educational outcomes, and participate in school-led research initiatives that address instructional challenges.

Table 10 shows the level of teachers' productivity in terms of classroom engagement. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Use positive reinforcement to encourage desirable student behavior." obtained the highest mean of 6.61 with a standard deviation of 0.55, followed by "Create a positive classroom atmosphere that motivates students to learn." with the same mean of 6.61 and a standard deviation of 0.56. On the other hand, "Handle classroom conflicts fairly and constructively." attained the lowest mean of 6.50 with a standard deviation of 0.61, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.57 with a

standard deviation of 0.37 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of productivity in terms of classroom engagement.

Table 10. Level of Teachers' Productivity in terms of Classroom Engagement

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... establish clear rules and expectations to maintain an orderly learning environment.	6.57	0.57	Strongly Agree
.... handle classroom conflicts fairly and constructively.	6.50	0.61	Strongly Agree
.... use positive reinforcement to encourage desirable student behavior.	6.61	0.55	Strongly Agree
.... ensure that classroom routines support effective learning and discipline.	6.56	0.60	Strongly Agree
.... create a positive classroom atmosphere that motivates students to learn.	6.61	0.56	Strongly Agree
Weighted Mean	6.57		
SD	0.37		
Verbal Interpretation	Very High		

The findings reveal that teachers in the Division of Laguna establish clear rules and expectations, handle classroom conflicts fairly and constructively, use positive reinforcement, ensure that classroom routines support effective learning and discipline, and create a positive classroom atmosphere that motivates students to learn.

Table 11 shows the level of teachers' productivity in terms of auxiliary functions. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Perform assigned school tasks and committee responsibilities efficiently." obtained the highest mean of 6.54 with a standard deviation of 0.57. On the other hand, "Maintain accurate and timely records related to my teaching and school duties." attained the lowest mean of 6.50 with a standard deviation of 0.59, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.52 with a standard deviation of 0.37 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of productivity in terms of auxiliary functions.

Table 11. Level of Teachers' Productivity in terms of Auxiliary Functions

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... perform assigned school tasks and committee responsibilities efficiently.	6.54	0.57	Strongly Agree
.... assist in organizing school programs, events, and activities beyond classroom teaching.	6.51	0.61	Strongly Agree
.... maintain accurate and timely records related to my teaching and school duties.	6.50	0.59	Strongly Agree
.... demonstrate reliability and accountability in fulfilling non-teaching functions.	6.51	0.59	Strongly Agree
.... support school improvement efforts by contributing to special projects and committees.	6.51	0.61	Strongly Agree
Weighted Mean	6.52		
SD	0.37		
Verbal Interpretation	Very High		

The findings reveal that teachers in the Division of Laguna perform assigned school tasks and committee responsibilities efficiently, assist in organizing school programs, events, and activities beyond classroom teaching, maintain accurate and

timely records related to the teaching and school duties, demonstrate reliability and accountability in fulfilling non-teaching functions, and support school improvement efforts by contributing to special projects and committees.

Level of Teachers' Performance

In this study, the researcher examined the level of teachers' performance in terms of content knowledge and pedagogy in secondary schools of the Division of Laguna. The following tables present the statistical results including the mean, standard deviation, and verbal interpretation of each indicator.

Table 12. Level of Teachers' Performance in terms of Content Knowledge and Pedagogy

Statements As a teacher, I ...	Mean	SD	Remarks
.... demonstrate mastery of the subject matter i teach.	6.53	0.61	Strongly Agree
.... clearly explains concepts and connects lessons to real-life situations.	6.50	0.65	Strongly Agree
.... use a variety of teaching strategies to support different types of learners.	6.53	0.56	Strongly Agree
.... effectively integrate technology and instructional materials needed in my lessons.	6.57	0.59	Strongly Agree
.... organize learning content logically to ensure clear understanding of lessons.	6.59	0.58	Strongly Agree
Weighted Mean	6.55		
SD	0.40		
Verbal Interpretation	Very High		

Table 12 shows the level of teachers' performance in terms of content knowledge and pedagogy. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Organize learning content logically to ensure clear understanding of lessons." obtained the highest mean of 6.59 with a standard deviation of 0.58. On the other hand, "Clearly explains concepts and connects lessons to real-life situations." attained the lowest mean of 6.50 with a standard deviation of 0.65, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.55 with a standard deviation of 0.40 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of performance in terms of content knowledge and pedagogy.

The findings reveal that teachers in the Division of Laguna demonstrate mastery of the subject matter, clearly explains concepts and connects lessons to real-life situations, use a variety of teaching strategies to support different types of learners, effectively integrate technology and instructional materials needed in lessons, and organize learning content logically to ensure clear understanding of lessons.

Table 13 shows the level of teachers' performance in terms of learning environment and diversity of learners. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Implement strategies that promote student responsibility and independence in learning." obtained the highest mean of 6.65 with a standard deviation of 0.59. On the other hand, "Maintain a safe, clean, and organized learning environment." attained the lowest mean of 6.50 with a standard deviation of 0.61, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.57 with a standard deviation of

0.41 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of performance in terms of learning environment and diversity of learners.

Table 13. Level of Teachers' Performance in terms of Learning Environment and Diversity of Learners

Statements As a teacher, I ...	Mean	SD	Remarks
.... maintain a safe, clean, and organized learning environment.	6.50	0.61	Strongly Agree
.... promote respect, inclusion, and positive behavior among students.	6.56	0.59	Strongly Agree
.... actively engage students and encourage them to participate in lessons.	6.55	0.57	Strongly Agree
.... address learners' individual differences and support their diverse needs.	6.58	0.66	Strongly Agree
.... implement strategies that promote student responsibility and independence in learning.	6.65	0.59	Strongly Agree
Weighted Mean	6.57		
SD	0.41		
Verbal Interpretation	Very High		

The findings reveal that teachers in the Division of Laguna maintain a safe, clean, and organized learning environment, promote respect, inclusion, and positive behavior among students, actively engage students and encourage them to participate in lessons, address learners' individual differences and support their diverse needs, and implement strategies that promote student responsibility and independence in learning.

Table 14. Level of Teachers' Performance in terms of Curriculum and Planning & Assessment and Reporting

Statements As a teacher, I ...	Mean	SD	Remarks
.... prepare lesson plans that are aligned with curriculum standards.	6.44	0.60	Strongly Agree
.... use assessments to monitor learner progress and guide instructions.	6.56	0.59	Strongly Agree
.... provide timely and constructive feedback to my learners.	6.54	0.60	Strongly Agree
.... keep accurate records and report students' performance in time.	6.55	0.57	Strongly Agree
.... align assessment tools with learning objectives to measure student performance accurately.	6.54	0.57	Strongly Agree
Weighted Mean	6.53		
SD	0.38		
Verbal Interpretation	Very High		

Table 14 shows the level of teachers' performance in terms of curriculum and planning & assessment and reporting. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Use assessments to monitor learner progress and guide instructions." obtained the highest mean of 6.56 with a standard deviation of 0.59. On the other hand, "Prepare lesson plans that are aligned with curriculum standards." attained the lowest mean of 6.44 with a standard deviation of 0.60, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.53 with a standard deviation of 0.38 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of performance in terms of curriculum and planning & assessment and reporting.

The findings reveal that teachers in the Division of Laguna prepare lesson plans that are aligned with curriculum

standards, use assessments to monitor learner progress and guide instructions, provide timely and constructive feedback to the learners, keep accurate records and report students' performance in time, and align assessment tools with learning objectives to measure student performance accurately.

Table 15 shows the level of teachers' performance in terms of community linkages and professional engagement. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Demonstrate respect and professionalism when working with parents and stakeholders." obtained the highest mean of 6.60 with a standard deviation of 0.63. On the other hand, "Participate in school and community programs that support student learning." attained the lowest mean of 6.55 with a standard deviation of 0.60, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.58 with a standard deviation of 0.41 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of performance in terms of community linkages and professional engagement.

Table 15. Level of Teachers' Performance in terms of Community Linkages and Professional Engagement

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... maintain positive communication and collaboration with parents and stakeholders.	6.57	0.59	Strongly Agree
.... participate in school and community programs that support student learning.	6.55	0.60	Strongly Agree
.... apply new knowledge and skills gained from professional and development activities.	6.58	0.58	Strongly Agree
.... consistently show professionalism in engaging with the school community.	6.58	0.60	Strongly Agree
.... demonstrate respect and professionalism when working with parents and stakeholders.	6.60	0.63	Strongly Agree
Weighted Mean	6.58		
SD	0.41		
Verbal Interpretation	Very High		

The findings reveal that teachers in the Division of Laguna maintain positive communication and collaboration with parents and stakeholders, participate in school and community programs that support student learning, apply new knowledge and skills gained from professional and development activities, consistently show professionalism in engaging with the school community, and demonstrate respect and professionalism when working with parents and stakeholders.

These findings are similar with the study Reynolds and Huber (2022), who emphasized that outreach initiatives and community-based programs foster mutual respect and trust between stakeholders and schools. When communities participate in shared educational goals and decision-making, teachers' performance improves. This suggests that teachers critically evaluate their strategies, identify gaps, and develop new techniques through peer discussion.

Table 16 shows the level of teachers' performance in terms of personal growth and professional development. All indicators were rated "Strongly Agree" as the results of the statistical analysis. Among the statements, "Show willingness to learn and adapt to changes in educational practices." obtained the highest mean of 6.62 with a standard deviation of 0.59. On the other hand, "Reflect on my teaching practices to

identify areas for improvement." attained the lowest mean of 6.48 with a standard deviation of 0.64, which still had the remarks as "Strongly Agree". The overall weighted mean of 6.55 with a standard deviation of 0.41 and a verbal interpretation of "Very High" indicate that teachers demonstrate a high level of performance in terms of personal growth and professional development.

Table 16. Level of Teachers' Performance in terms of Personal Growth and Professional Development

Statements	Mean	SD	Remarks
As a teacher, I ...			
.... set personal and professional goals to improve my teaching performance.	6.53	0.61	Strongly Agree
.... reflect on my teaching practices to identify areas for improvement.	6.48	0.64	Strongly Agree
.... demonstrate punctuality, reliability, and accountability in performing my duties.	6.52	0.59	Strongly Agree
.... show willingness to learn and adapt to changes in educational practices.	6.62	0.59	Strongly Agree
.... seek feedback from colleagues and supervisors to enhance my professional growth.	6.61	0.58	Strongly Agree
Weighted Mean	6.55		
SD	0.41		
Verbal Interpretation	Very High		

The findings reveal that teachers in the Division of Laguna set personal and professional goals to improve teaching performance, reflect on teaching practices to identify areas for improvement, demonstrate punctuality, reliability, and accountability in performing duties, show willingness to learn and adapt to changes in educational practices, and seek feedback from colleagues and supervisors to enhance professional growth. This indicates that teachers are actively engaged in continuous professional development to improve their instructional effectiveness. It also reflects a strong sense of commitment to maintaining high standards in their teaching responsibilities. Furthermore, these practices contribute to a collaborative school culture that supports sustained improvement in teaching and learning outcomes.

These findings are similar with the study Santos (2024), who stated that professional development includes both official and informal professional development opportunities, reflective practice, and the pursuit of excellence. Higher instructional quality and greater flexibility in response to pedagogical innovation are traits of teachers who actively participate in continuous learning. This suggests that humility, openness, and justice are qualities of ethical educators that foster student trust and a secure learning environment that supports both academic and personal growth. This also shows that continuous professional growth strengthens teachers' ability to respond effectively to diverse classroom needs and challenges. Moreover, it reinforces the idea that ethical teaching practices contribute to long-term improvements in both student outcomes and overall school performance.

Significant Relationship Between School Heads Educational Management Practices and Teachers' Productivity

In this study, the researcher examined the significant relationship between school heads educational management

practices and teachers' productivity in secondary schools of the Division of Laguna.

The following tables present the statistical results including the mean, standard deviation, and verbal interpretation of each indicator.

Table 17 presents the significant relationship between school heads educational management practices and teachers' productivity across professional development, community engagement, instructional strategies, research, classroom management, and auxiliary functions.

As shown in the table, all computed Pearson correlation coefficients indicate moderate to strong positive relationships. Instructional leadership is significantly correlated with professional development ($r = 0.58$), community engagement ($r = 0.64$), instructional strategies ($r = 0.45$), research ($r = 0.60$), classroom management ($r = 0.39$), and auxiliary functions ($r = 0.34$). Similarly, decision-making competence shows strong positive correlation with all productivity indicators, particularly community engagement ($r = 0.68$) and research ($r = 0.63$).

Table 17. Significant Relationship Between School Heads Educational Management Practices and Teachers' Productivity

School Heads Educational Management Practices		PD	CE	IS	R	CM	AF
Instructional Leadership	Pearson Correlation	0.58**	0.64**	0.45**	0.60**	0.39**	0.34**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105	105
Decision-Making Competence	Pearson Correlation	0.63**	0.68**	0.50**	0.63**	0.45**	0.46**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105	105
Communication Skills	Pearson Correlation	0.56**	0.62**	0.40**	0.60**	0.34**	0.40**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105	105
Resource Management	Pearson Correlation	0.58**	0.62**	0.45**	0.60**	0.39**	0.45**
	Sig.(2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105	105
Staff Development Support	Pearson Correlation	0.57**	0.69**	0.53**	0.68**	0.49**	0.44**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105	105

Communication skills, resource management, and staff development support also demonstrate significant positive relationships with all areas of teachers' productivity, with correlation coefficients ranging from 0.34 to 0.69. Notably, staff development support shows one of the strongest relationships with community engagement ($r = 0.69$) and research ($r = 0.68$).

All p-values are 0.00, which are less than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between school heads' educational management practices and teachers' productivity is rejected. The findings reveal that effective educational management practices of school heads are significantly associated with higher levels of teachers' productivity. This implies that strong leadership, sound decision-making, effective communication, proper resource management, and support for staff development contribute positively to enhancing teachers' professional performance across various functional areas.

Significant Relationship Between School Heads Educational Management Practices and Teachers' Performance

In this study, the researcher examined the significant relationship between school heads educational management practices and teachers' performance in secondary schools of the Division of Laguna.

The following tables present the statistical results including the mean, standard deviation, and verbal interpretation of each indicator.

Table 18 presents the significant relationship between school heads educational management practices and teachers' performance in terms of content knowledge and pedagogy,

learning environment and diversity of learners, curriculum and planning & assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

As reflected in the table, all dimensions of school heads' educational management practices show positive correlations with teachers' performance indicators. Instructional leadership demonstrates moderate positive relationships, particularly with community linkages and professional engagement ($r = 0.45$) and curriculum and planning & assessment and reporting ($r = 0.43$). Decision-making competence also reveals moderate correlations, with the strongest relationships observed in curriculum and planning & assessment and reporting ($r = 0.51$) and community linkages and professional engagement ($r = 0.51$).

Communication skills and resource management likewise exhibit positive and moderate correlations across all performance areas, with coefficients ranging from 0.33 to 0.48. Notably, staff development support shows the strongest relationships among variables, especially with community linkages and professional engagement ($r = 0.55$) and learning environment and diversity of learners ($r = 0.53$).

All computed p-values are 0.00, which are less than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between school heads' educational management practices and teachers' performance is rejected.

The findings indicate that effective educational management practices of school heads are significantly associated with improved teachers' performance. This suggests that strong leadership, sound decision-making,

effective communication, efficient resource allocation, and continuous staff support play a vital role in enhancing

instructional competence and overall professional performance.

Table 18. Significant Relationship Between School Heads Educational Management Practices and Teachers' Performance

School Heads Educational Management Practices		Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum Planning and Assessment Reporting	Community Linkages and Professional Engagement	Personal Growth and Professional Development
Instructional Leadership	Pearson Correlation	0.38**	0.42**	0.43**	0.45**	0.37**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105
Decision-Making Competence	Pearson Correlation	0.40**	0.49**	0.51**	0.51**	0.41**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105
Communication Skills	Pearson Correlation	0.33**	0.43**	0.45**	0.44**	0.34**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105
Resource Management	Pearson Correlation	0.35**	0.44**	0.48**	0.45**	0.35**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105
Staff Development Support	Pearson Correlation	0.45**	0.53**	0.50**	0.55**	0.48**
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00
	N	105	105	105	105	105

The findings of the study revealed that school heads' educational management practices have significant positive relationship with both teachers' productivity and performance. These results indicate that strengthening leadership competencies, particularly in instructional leadership, decision-making competence, communication skills, resource management, and staff development support may further enhance teachers' professional effectiveness. In view of these findings, a proposed development plan is formulated to address the identified areas and is presented in Chapter 5.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the inferential results of the study, there is a significant positive relationship between school heads' educational management practices and teachers' productivity in secondary schools of the Division of Laguna; thus, the null hypothesis is rejected. This implies that school heads who effectively demonstrate instructional leadership, decision-making competence, communication skills, resource management, and staff development support contribute significantly to the enhancement of teachers' productivity in terms of professional development, instructional strategies, research engagement, classroom management, and community involvement.

School heads' educational management practices also have a significant positive relationship with teachers' performance; thus, the null hypothesis is rejected. This indicates that effective educational management practices among school heads are associated with higher levels of teachers' performance, particularly in content knowledge and pedagogy, learning environment management, diversity of learners,

curriculum and planning, assessment and reporting, community linkages, and professional growth.

Furthermore, the findings revealed that instructional leadership and staff development support have a strong influence on teachers' productivity and performance; thus, the null hypothesis is rejected. This suggests that school heads who provide continuous guidance, mentoring, professional learning opportunities, and instructional support help teachers improve their teaching effectiveness, commitment, and overall work performance.

Lastly, there is a significant positive relationship between school heads' overall educational management practices and the sustainability of teachers' productivity and performance; thus, the null hypothesis is rejected. This means that well-managed schools with supportive and competent school heads foster an environment that enhances teachers' efficiency, innovation, professional engagement, and quality of instruction, ultimately contributing to the attainment of educational goals in secondary schools of the Division of Laguna.

Based on the findings and conclusions drawn, the following are hereby recommended:

School heads may further strengthen instructional leadership practices through continuous professional development focused on instructional supervision and academic goal-setting, ensuring that leadership skills remain responsive to evolving educational needs and challenges.

Participatory and data-driven decision-making strategies may be institutionalized to enhance collaboration and shared accountability among teachers, promoting more transparent and evidence-based school improvement processes.

Schools may design structured and sustainable staff development programs that address teachers' professional growth, research engagement, and instructional innovation.

Communication mechanisms within schools may be enhanced to ensure transparency, timely feedback, and open dialogue among stakeholders.

Resource allocation strategies may be continuously reviewed to ensure alignment with instructional priorities and emerging school needs.

The proposed development plan may be adopted and implemented to sustain and further improve teachers' productivity and performance.

Future researchers may replicate the study in other divisions to validate the findings and explore additional leadership variables.

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