

School Heads' Proactive Coping and Supervision Strategies on the Key Stage 1 Teachers' Competency and Productivity

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Abstract—This study assesses the level of school heads' proactive coping and supervision strategies, Key Stage 1 teachers' competency and productivity in the Schools Division of Calamba City, including their significant relationship among these variables. The study employs a descriptive–correlational research design, utilizes purposive sampling to select one hundred sixty-seven (167) respondents, and uses a researcher-made questionnaire as the primary data gathering instrument. Weighted mean, standard deviation, and Pearson Product–Moment Correlation (r) are used as statistical tools for data analysis. The findings revealed that school heads exhibit very high proactive coping strategies and supervision strategies, while Key Stage 1 teachers show very high levels of competency and productivity. The significant positive relationships among all variables were evident and highlight that effective leadership plays a crucial role in enhancing teachers' professional skills, instructional performance, productivity, and overall contribution to student learning and school development. The school heads' proactive coping and supervision strategies have a significant positive relationship with Key Stage 1 teachers' competency and productivity, thereby leading to the rejection of the hypotheses and indicating that effective supervision enhances teachers' skills and overall performance. The study recommends that school heads continuously strengthen their proactive coping and supervision strategies by maintaining effective instructional leadership, providing constructive feedback, and fostering a supportive and collaborative school environment that enhances teacher performance. Likewise, Key Stage 1 teachers are encouraged to sustain and further develop their competency and productivity through ongoing professional development, improved pedagogical practices, and the effective use of feedback to enhance instruction and learner outcomes.

Keywords— Proactive Coping, Supervision Strategies, Competency, Productivity, School Heads, Key Stage 1 Teachers,

I. INTRODUCTION

In today's evolving landscape of education, school heads are increasingly expected to navigate complex challenges while ensuring that teaching and learning processes remain effective and responsive. Beyond, administrative functions of the school heads, they also play an important role in fostering a supportive environment where teachers can thrive professionally and personally.

As educational demands intensify ranging from curriculum reforms to increased accountability and workload there is a growing need for leadership approaches that are not only reactive but also anticipatory and strategic. Rather than responding to problems after they arise, proactive school heads anticipate potential challenges and develop systems and

practices to address them before they escalate. (Teachers Institute, 2025)

Moreover, supervision in the industry helps to maximize employee productivity, maintain high standards of quality, ensure compliance with regulations, and create a supportive and motivating work environment (Omisore, 2024). In the educational context, the supervision of school heads is crucial for maintaining high standards of teaching and learning in educational institutions (Ngole & Mkulu, 2021). Through consistent monitoring, guidance, and feedback, school heads are able to support teachers in improving their instructional practices.

Moreover, effective supervision provides teachers with opportunities for professional growth by offering guidance, support, and access to continuous development. This, in turn, fosters a culture of continuous improvement within the school. At the center of these leadership practices are teachers, whose competency and productivity directly influence the success of educational institutions. Key Stage 1 teacher competency encompasses the knowledge, skills, and professional attitudes necessary for effective instruction, while teacher productivity refers to their ability to deliver consistent, high-quality outputs in areas such as teaching, assessment, and classroom management. Notably, these outcomes are significantly shaped by the leadership practices and support systems present within the school environment.

Given these considerations, this study seeks to examine how school heads' proactive coping strategies and supervision strategies influence teachers' competency and productivity. Understanding these relationships is essential in strengthening leadership practices and promoting a more resilient, competent, and productive teaching workforce.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the levels of school heads' proactive coping and supervision strategies and their relationships with Key Stage 1 teachers' competency and productivity of public elementary schools in Division of Calamba City.

Specifically, the study aimed answers to the following research questions:

1. What is the level of school heads' proactive coping strategies in terms of:

- 1.1 reflective;
- 1.2 Preventive;
- 1.3 Strategic Planning;
- 1.4 Resource Management; and
- 1.5 Emotional Regulation?
2. What is the level of school heads' supervision strategies in terms of:
 - 2.1 Instructional;
 - 2.2 Administrative;
 - 2.3 Coaching; And
 - 2.4 Feedback/Evaluation?
3. What is the level of Key Stage 1 Teachers' competency in terms of:
 - 3.1 Pedagogy;
 - 3.2 Classroom Management;
 - 3.3 Assessment;
 - 3.4 ICT Integration; And
 - 3.5 Professional Engagement?
4. What is the level of Key Stage 1 Teachers' productivity in terms of:
 - 4.1 Instructional Outputs;
 - 4.2 Student Learning;
 - 4.3 Research/Innovation; And
 - 4.4 Community Involvement?
5. Is there a significant relationship between school heads' proactive coping strategies and Key Stage 1 Teachers' competency?
6. Is there a significant relationship between school heads' proactive coping strategies and Key Stage 1 Teachers' productivity?
7. Is there a significant relationship between school heads' supervision strategies and Key Stage 1 Teachers' competency?
8. Is there a significant relationship between school heads' supervision strategies and Key Stage 1 Teachers' productivity?

II. METHODOLOGY

The study employs a descriptive–correlational research design, utilizes purposive sampling to select one hundred sixty-seven (167) respondents, and uses a researcher-made questionnaire as the primary data gathering instrument. Weighted mean, standard deviation, and Pearson Product–Moment Correlation (r) are used as statistical tools for data analysis.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between School Heads Proactive Coping and Supervision Strategies on the Key Stage 1 Teachers' Competency and Productivity. In particular, the study sought to address the following:

Level of School Heads Proactive Coping Strategies

In this study, the level of School Heads Proactive Coping Strategies refers to reflective, preventive, strategic planning, resource management, and emotional regulation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of school heads' proactive coping strategies in terms of reflective practices.

As shown, the respondents strongly agree that the school head takes time to carefully analyze school challenges before making important decisions, reflects on previous leadership experiences to improve current decision-making, encourages teachers to engage in reflective discussions to enhance instructional practices, reviews the outcomes of past school initiatives to identify lessons learned, and considers multiple perspectives before finalizing decisions that affect the school community.

Table 1. Level of School Heads Proactive Coping Strategies in Terms of Reflective

Statements	Mean	SD	Remarks
The school head...			
...takes time to carefully analyze school challenges before making important decisions.	6.39	0.76	Strongly Agree
...reflects on my previous leadership experiences to improve current decision-making.	6.28	0.81	Strongly Agree
...encourages teachers to engage in reflective discussions to enhance instructional practices.	6.42	0.73	Strongly Agree
...reviews the outcomes of past school initiatives to identify lessons learned.	6.40	0.76	Strongly Agree
...considers multiple perspectives before finalizes decisions that affect the school community.	6.40	0.80	Strongly Agree
Weighted Mean	6.38		
SD	0.75		
Verbal Interpretation	Very High		

The level of school heads' proactive coping strategies in terms of reflective gained the overall weighted mean of 6.38 with a standard deviation of 0.75, verbally interpreted as Very High. This means that school heads demonstrate a very high level of reflective practices in managing school-related concerns and making informed decisions.

The results indicate that school heads consistently engage in reflection, critical analysis, and inclusive decision-making, which contribute to more effective leadership and continuous improvement in school management.

Table 2 shows the level of school heads' proactive coping strategies in terms of preventive practices.

As shown, the respondents strongly agree that the school head anticipates potential school-related problems and prepares appropriate interventions, develops action plans to address possible risks that may hinder school operations, implements policies that reduce the likelihood of instructional disruptions, conducts regular assessments to identify emerging issues before they escalate, and maintains updated safety and crisis management plans to ensure school preparedness.

The level of school heads' proactive coping strategies in terms of prevention gained the overall weighted mean of 6.40 with a standard deviation of 0.78, verbally interpreted as Very

High. This means that school heads demonstrate a very high level of preventive practices in anticipating and addressing possible challenges within the school.

Table 2. Level of School Heads Proactive Coping Strategies in Terms of Preventive

Statements The school head...	Mean	SD	Remarks
...anticipates potential school-related problems and prepare appropriate interventions.	6.36	0.84	Strongly Agree
...develops action plans to address possible risks that may hinder school operations.	6.44	0.76	Strongly Agree
...implement policies that reduce the likelihood of instructional disruptions.	6.36	0.81	Strongly Agree
...conducts regular assessments to identify emerging issues before they escalate.	6.34	0.85	Strongly Agree
...maintains updated safety and crisis management plans to ensure school preparedness.	6.48	0.72	Strongly Agree
Weighted Mean	6.40		
SD	0.78		
Verbal Interpretation	Very High		

The results indicate that school heads are highly proactive in planning, risk management, and ensuring preparedness, which helps minimize potential problems and supports the smooth operation of the school.

Table 3. Level of School Heads Proactive Coping Strategies in Terms of Strategic Planning

Statements The school head...	Mean	SD	Remarks
...establishes clear, long-term goals that guide the school's direction and priorities.	6.41	0.71	Strongly Agree
...aligns school programs and projects with available resources and strategic objectives.	6.47	0.73	Strongly Agree
...monitors and evaluate the progress of school initiatives regularly.	6.42	0.79	Strongly Agree
...adjusts school plans and targets based on performance data and stakeholder feedback.	6.45	0.73	Strongly Agree
...involves teachers and stakeholders in setting strategic goals for continuous improvement.	6.44	0.78	Strongly Agree
Weighted Mean	6.44		
SD	0.73		
Verbal Interpretation	Very High		

Table 3 shows the level of school heads' proactive coping strategies in terms of strategic planning.

As shown, the respondents strongly agree that the school head establishes clear, long-term goals that guide the school's direction and priorities, aligns school programs and projects with available resources and strategic objectives, monitors and evaluates the progress of school initiatives regularly, adjusts school plans and targets based on performance data and stakeholder feedback, and involves teachers and stakeholders in setting strategic goals for continuous improvement.

The level of school heads' proactive coping strategies in terms of strategic planning gained the overall weighted mean of 6.44 with a standard deviation of 0.73, verbally interpreted as Very High. This means that school heads demonstrate a very high level of competence in planning, organizing, and implementing strategic directions for the school.

The results indicate that school heads are highly effective in setting goals, aligning resources, and engaging stakeholders, which contributes to continuous improvement and successful school management.

Table 4. Level of School Heads Proactive Coping Strategies in Terms of Resource Management

Statements The school head...	Mean	SD	Remarks
...carefully distributes school funds, materials, and manpower to best support teaching and learning.	6.49	0.70	Strongly Agree
...ensures transparency and accountability in the use of school funds and materials.	6.42	0.78	Strongly Agree
...supervises personnel to make sure resources are efficiently utilized.	6.48	0.73	Strongly Agree
...looks for partnerships and collaborations to augment limited school resources.	6.41	0.71	Strongly Agree
...prioritizes resource allocation based on the most urgent instructional needs.	6.45	0.76	Strongly Agree
Weighted Mean	6.45		
SD	0.72		
Verbal Interpretation	Very High		

Table 4 shows the level of school heads' proactive coping strategies in terms of resource management.

As shown, the respondents strongly agree that the school head carefully distributes school funds, materials, and manpower to best support teaching and learning, ensures transparency and accountability in the use of school funds and materials, supervises personnel to make sure resources are efficiently utilized, looks for partnerships and collaborations to augment limited school resources, and prioritizes resource allocation based on the most urgent instructional needs.

The level of school heads' proactive coping strategies in terms of resource management gained the overall weighted mean of 6.45 with a standard deviation of 0.72, verbally interpreted as Very High. This means that school heads demonstrate a very high level of effectiveness in managing and maximizing available resources to support school operations.

The results indicate that school heads are highly capable of allocating resources efficiently, maintaining accountability, and establishing partnerships, which contribute to improved teaching and learning conditions in the school.

Resource management within a school environment is important for school outcomes as well as for school's performance in terms of reaching out and responding to the diverse needs of local communities. School heads can enhance teacher performance, student learning and school-community relationships through effective strategies for managing school resources.

Table 5 shows the level of school heads' proactive coping strategies in terms of emotional regulation.

As shown, the respondents strongly agree that the school head remains calm and composed when faced with stressful or challenging situations, manages emotions to maintain positive relationships with teachers and staff, serves as a role model of emotional balance and stability for the school community, provides emotional support to teachers experiencing work-

related stress, and promotes a school culture that values well-being, empathy, and mutual respect.

Table 5. Level of School Heads Proactive Coping Strategies in Terms of Emotional Regulation

Statements The school head...	Mean	SD	Remarks
...remains calm and composed when faced with stressful or challenging situations.	6.34	0.93	Strongly Agree
...manages my emotions so I can maintain positive relationships with my teachers and staff.	6.39	0.86	Strongly Agree
...serves as a role model of emotional balance and stability for the school community.	6.44	0.84	Strongly Agree
...provides emotional support to teachers experiencing work-related stress.	6.36	0.87	Strongly Agree
...promotes a school culture that values well-being, empathy, and mutual respect.	6.40	0.89	Strongly Agree
Weighted Mean	6.38		
SD	0.86		
Verbal Interpretation	Very High		

The level of school heads' proactive coping strategies in terms of emotional regulation gained the overall weighted mean of 6.38 with a standard deviation of 0.86, verbally interpreted as Very High. This means that school heads demonstrate a very high level of emotional regulation in handling responsibilities and maintaining a positive school environment.

The results indicate that school heads are capable of managing their emotions effectively, supporting their teachers, and fostering a respectful and emotionally healthy school climate, which contributes to stronger relationships and better overall school functioning.

Level of School Heads' Supervision Strategies

In this study, the level of School Heads' Supervision Strategies refers to instructional, administrative, coaching, and feedback/evaluation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6. Level of School Heads' Supervision Strategies in Terms of Instructional

Statements The school head...	Mean	SD	Remarks
...regularly conducts classroom observations to assess and enhance teaching performance.	6.15	0.97	Strongly Agree
...provides constructive feedback to teachers to help them improve instructional delivery.	6.36	0.83	Strongly Agree
...encourages teachers to implement learner-centered and innovative teaching approaches.	6.47	0.83	Strongly Agree
...organizes and facilitate professional learning sessions that promote effective pedagogy.	6.49	0.70	Strongly Agree
...monitors instructional practices to ensure alignment with curriculum standards and learning objectives.	6.51	0.70	Strongly Agree
Weighted Mean	6.40		
SD	0.80		
Verbal Interpretation	Very High		

Table 6 shows the level of school heads' supervision strategies in terms of instructional practices.

As shown, the respondents strongly agree that the school head regularly conducts classroom observations to assess and enhance teaching performance, provides constructive feedback to teachers to help them improve instructional delivery, encourages teachers to implement learner-centered and innovative teaching approaches, organizes and facilitates professional learning sessions that promote effective pedagogy, and monitors instructional practices to ensure alignment with curriculum standards and learning objectives.

The level of school heads' supervision strategies in terms of instructional gained the overall weighted mean of 6.40 with a standard deviation of 0.80, verbally interpreted as Very High. This means that school heads demonstrate a very high level of effectiveness in supervising and improving instructional practices within the school.

The results indicate that school heads actively support teachers through observation, feedback, and professional development, ensuring quality instruction and alignment with educational standards.

Table 7 shows the level of school heads' supervision strategies in terms of administrative practices.

As shown, the respondents strongly agree that the school head ensures that teachers and staff comply with school policies and DepEd regulations, regularly reviews and monitors the accuracy and timeliness of school reports and documents, provides guidance and support to administrative personnel in fulfilling their duties, oversees school operations to maintain an orderly and efficient learning environment, and coordinates with teachers and staff to ensure smooth implementation of school programs and activities. This structured approach to administrative governance highlights a strong commitment to establishing operational stability and maintaining regulatory alignment across all school levels. By maintaining clear oversight of institutional policies and DepEd protocols, school leaders effectively minimize procedural gaps and create a dependable framework for daily activities.

Table 7. Level of School Heads' Supervision Strategies in Terms of Administrative Practices

Statements The school head...	Mean	SD	Remarks
...ensures that teachers and staff comply with school policies and DepEd regulations.	6.58	0.70	Strongly Agree
SSS...regularly reviews and monitor the accuracy and timeliness of school reports and documents.	6.62	0.64	Strongly Agree
...provides guidance and support to administrative personnel in fulfilling their duties.	6.60	0.66	Strongly Agree
...oversees school operations to maintain an orderly and efficient learning environment.	6.55	0.70	Strongly Agree
...coordinates with teachers and staff to ensure smooth implementation of school programs and activities.	6.58	0.70	Strongly Agree
Weighted Mean	6.59		
SD	0.67		
Verbal Interpretation	Very High		

The level of school heads' supervision strategies in terms of administrative gained the overall weighted mean of 6.59 with a standard deviation of 0.67, verbally interpreted as Very High. This means that school heads demonstrate a very high

level of effectiveness in managing administrative functions and ensuring smooth school operations.

The results indicate that school heads are highly efficient in enforcing policies, monitoring documentation, and coordinating school activities, which contributes to an organized and well-managed school environment.

Table 8. Level of School Heads' Supervision Strategies in Terms of Coaching

Statements	Mean	SD	Remarks
The school head...			
...conducts coaching sessions to help teachers enhance their instructional strategies.	6.44	0.78	Strongly Agree
...mentors teachers in preparing lesson plans and delivering engaging classroom instruction.	6.45	0.76	Strongly Agree
...promotes collaboration among teachers through peer mentoring and learning communities.	6.51	0.72	Strongly Agree
...assists teachers in identifying their professional growth areas and creating action plans.	6.46	0.76	Strongly Agree
...provides continuous follow-up and support after coaching sessions to sustain improvement.	6.41	0.78	Strongly Agree
Weighted Mean	6.45		
SD	0.75		
Verbal Interpretation	Very High		

Table 8 shows the level of school heads' supervision strategies in terms of coaching.

As shown, the respondents strongly agree that the school head conducts coaching sessions to help teachers enhance their instructional strategies, mentors teachers in preparing lesson plans and delivering engaging classroom instruction, promotes collaboration among teachers through peer mentoring and learning communities, assists teachers in identifying their professional growth areas and creating action plans, and provides continuous follow-up and support after coaching sessions to sustain improvement.

The level of school heads' supervision strategies in terms of coaching gained the overall weighted mean of 6.45 with a standard deviation of 0.75, verbally interpreted as Very High. This means that school heads demonstrate a very high level of effectiveness in guiding, mentoring, and supporting teachers' professional development.

The results indicate that school heads actively engage in coaching practices, foster collaboration, and provide continuous support, which contribute to the improvement of teachers' skills and overall instructional quality.

Table 9 shows the level of school heads' supervision strategies in terms of feedback and evaluation.

As shown, the respondents strongly agree that the school head provides timely, clear, and specific feedback to teachers after classroom visits, uses performance standards as a basis for evaluating teachers' instructional effectiveness, considers student learning outcomes when assessing teacher performance, acknowledges and rewards teachers for their outstanding performance and progress, and works with teachers during feedback sessions to set realistic professional development goals.

The level of school heads' supervision strategies in terms of feedback and evaluation gained the overall weighted mean

of 6.47 with a standard deviation of 0.68, verbally interpreted as Very High. This means that school heads demonstrate a very high level of effectiveness in delivering feedback and conducting evaluation processes that support teacher growth and instructional improvement.

Table 9. Level of School Heads' Supervision Strategies in Terms of Feedback/Evaluation

Statements	Mean	SD	Remarks
The school head...			
...provides timely, clear, and specific feedback to teachers after classroom visits.	6.42	0.78	Strongly Agree
...uses performance standards as a basis for evaluating teachers' instructional effectiveness.	6.40	0.73	Strongly Agree
...considers student learning outcomes when assessing teacher performance.	6.52	0.61	Strongly Agree
...acknowledges and reward teachers for their outstanding performance and progress.	6.53	0.65	Strongly Agree
...works with teachers during feedback sessions to set realistic professional development goals.	6.47	0.68	Strongly Agree
Weighted Mean	6.47		
SD	0.68		
Verbal Interpretation	Very High		

The results indicate that school heads consistently provide constructive and data-informed feedback, recognize teacher achievements, and collaborate with teachers in setting professional goals, thereby strengthening instructional quality and professional development in the school.

Level of Key Stage 1 Teachers' Competency

In this study, the level of Key Stage 1 Teachers' Competency refers to pedagogical, classroom management, assessment and feedback, ICT integration, and professional engagement.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 10 displays the level of Key Stage 1 Teachers' Competency. Also shows the statements, mean, standard deviation and remarks.

Table 10. Level of Key Stage 1 Teachers' Competency in Terms of Pedagogical Skills

Statements	Mean	SD	Remarks
The teacher...			
...applies a variety of teaching methods to address students' diverse learning styles and needs.	6.56	0.64	Strongly Agree
...integrates higher-order thinking skills (HOTS) in lesson discussions and activities.	6.48	0.75	Strongly Agree
...designs and implement engaging and interactive learning experiences for students.	6.53	0.68	Strongly Agree
...adapts instructional strategies based on learners' performance and feedback.	6.58	0.66	Strongly Agree
...utilizes differentiated instruction to ensure all learners achieve lesson objectives.	6.54	0.66	Strongly Agree
Weighted Mean	6.54		
SD	0.67		
Verbal Interpretation	Very High		

Table 10 shows the level of Key Stage 1 teachers' competency in terms of pedagogical skills.

As shown, the respondents strongly agree that the teacher effectively applies a variety of teaching methods to address students' diverse learning styles, abilities, and needs. The teacher consistently integrates higher-order thinking skills (HOTS) in lesson discussions and activities to promote critical thinking, problem-solving, and active participation among learners. Moreover, the teacher designs engaging and interactive learning experiences and adapts instructional strategies based on learners' performance and feedback to improve learning outcomes. The findings also reveal that the teacher utilizes differentiated instruction by providing varied activities and approaches suited to learners' individual needs, ensuring that all students actively participate and achieve the intended learning objectives.

The level of Key Stage 1 teachers' competency in terms of pedagogical skills gained the overall weighted mean of 6.54 with a standard deviation of 0.67, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of competency in employing effective and learner-centered pedagogical approaches in teaching.

The results indicate that teachers are highly competent in using varied, adaptive, and engaging instructional strategies that support inclusive learning and promote students' academic development.

Table 11. Level of Key Stage 1 Teachers' Competency in Terms of Classroom Management

Statements The teacher...	Mean	SD	Remarks
...establishes and consistently enforce classroom rules and routines.	6.60	0.65	Strongly Agree
...maintains an orderly and positive classroom atmosphere that promotes respect and learning.	6.59	0.66	Strongly Agree
...manages time efficiently to maximize learning opportunities.	6.54	0.66	Strongly Agree
...handles student misbehavior constructively and fairly.	6.53	0.67	Strongly Agree
...ensures that classroom materials and resources are used effectively and responsibly.	6.52	0.67	Strongly Agree
Weighted Mean	6.55		
SD	0.65		
Verbal Interpretation	Very High		

Table 11 shows the level of Key Stage 1 teachers' competency in terms of classroom management.

As shown, the respondents strongly agree that the teacher establishes and consistently enforces classroom rules and routines, maintains an orderly and positive classroom atmosphere that promotes respect and learning, manages time efficiently to maximize learning opportunities, handles student misbehavior constructively and fairly, and ensures that classroom materials and resources are used effectively and responsibly.

The level of Key Stage 1 teachers' competency in terms of classroom management gained the overall weighted mean of 6.55 with a standard deviation of 0.65, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of competency in maintaining discipline, structure, and an effective learning environment in the classroom.

The results indicate that teachers are highly skilled in managing classroom behavior, time, and resources, which contributes to a well-organized and conducive learning environment for students.

Table 12 shows the level of Key Stage 1 teachers' competency in terms of assessment and feedback.

As shown, the respondents strongly agree that the teacher uses various assessment tools to monitor students' learning progress, provides prompt, specific, and constructive feedback to help students improve, aligns assessment tasks with learning competencies and objectives, uses assessment data to adjust teaching strategies for better learning outcomes, and encourages students to reflect on their performance and take responsibility for their learning progress.

Table 12. Level of Key Stage 1 Teachers' Competency in Terms of Assessment and Feedback

Statements The teacher...	Mean	SD	Remarks
...uses various assessment tools to monitor students' learning progress.	6.52	0.67	Strongly Agree
...provides prompt, specific, and constructive feedback to help students improve.	6.55	0.63	Strongly Agree
...aligns assessment tasks with learning competencies and objectives.	6.64	0.59	Strongly Agree
...uses assessment data to adjust teaching strategies for better learning outcomes.	6.61	0.62	Strongly Agree
...encourages students to reflect on their performance and take responsibility for their learning progress.	6.59	0.60	Strongly Agree
Weighted Mean	6.58		
SD	0.61		
Verbal Interpretation	Very High		

The level of Key Stage 1 teachers' competency in terms of assessment and feedback gained the overall weighted mean of 6.58 with a standard deviation of 0.61, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of competency in assessing student learning and using feedback to improve instructional practices.

The results indicate that teachers effectively use assessment data, provide meaningful feedback, and promote learner reflection, which contribute to improved student learning outcomes and continuous instructional improvement. Assessment methods used by teachers play a significant role in achieving quality learning outcomes for students. There are two types of assessment, namely formative and summative assessment, which have different implications on learning and on measuring student knowledge and skills. Formative assessment is an on-going educational process used to measure student learning and adjust teaching practices accordingly. Embedding formative assessments into day-to-day teaching routines can increase student engagement and foster deeper understanding of material, while identifying knowledge gaps that need to be immediately addressed.

Table 13 shows the level of Key Stage 1 teachers' competency in terms of ICT integration.

As shown, the respondents strongly agree that the teacher incorporates ICT tools to enhance instruction and student engagement, uses digital platforms to facilitate interactive and collaborative learning, continuously updates ICT skills to

support effective teaching, integrates multimedia resources to make lessons more meaningful and dynamic, and utilizes technology to assess and monitor students' learning outcomes. The level of Key Stage 1 teachers' competency in terms of ICT integration gained the overall weighted mean of 6.48 with a standard deviation of 6.48, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of competency in integrating technology into teaching, learning, and assessment processes.

Table 13. Level of Key Stage 1 Teachers' Competency in Terms of ICT Integration

Statements The teacher...	Mean	SD	Remarks
...incorporates ICT tools to enhance instruction and student engagement.	6.48	0.70	Strongly Agree
...uses digital platforms to facilitate interactive and collaborative learning.	6.41	0.70	Strongly Agree
...continuously updates ICT skills to support effective teaching.	6.48	0.70	Strongly Agree
...integrates multimedia resources to make lessons more meaningful and dynamic.	6.52	0.68	Strongly Agree
...utilizes technology to assess and monitor students' learning outcomes.	6.53	0.70	Strongly Agree
Weighted Mean	6.48		
SD	0.68		
Verbal Interpretation	Very High		

The results indicate that teachers effectively use ICT tools and digital resources to enhance instruction, improve student engagement, and support more interactive and meaningful learning experiences.

Table 14 shows the level of Key Stage 1 teachers' competency in terms of professional engagement.

As shown, the respondents strongly agree that the teacher actively participates in Learning Action Cell (LAC) sessions and professional learning communities, collaborates with colleagues to share best practices and improve teaching methods, reflects regularly on teaching performance to identify strengths and areas for improvement, pursues professional development activities that enhance instructional competence, and demonstrates commitment to ethical and professional standards in teaching practice.

Table 14. Level of Key Stage 1 Teachers' Competency in Terms of Professional Engagement

Statements The teacher...	Mean	SD	Remarks
...actively participates in Learning Action Cell (LAC) sessions and professional learning communities.	6.73	0.56	Strongly Agree
...collaborates with colleagues to share best practices and improve teaching methods.	6.66	0.59	Strongly Agree
...reflects regularly on teaching performance to identify strengths and areas for improvement.	6.65	0.61	Strongly Agree
...pursues professional development activities that enhance instructional competence.	6.61	0.67	Strongly Agree
...demonstrates commitment to ethical and professional standards in teaching practice.	6.67	0.59	Strongly Agree
Weighted Mean	6.66		
SD	0.59		
Verbal Interpretation	Very High		

The level of Key Stage 1 teachers' competency in terms of professional engagement gained the overall weighted mean of 6.66 with a standard deviation of 0.59, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of professional engagement in continuous learning, collaboration, and adherence to professional standards.

The results indicate that teachers are highly committed to professional growth and collaboration, which contributes to continuous improvement in teaching practices and instructional effectiveness.

Level of Key Stage 1 Teachers' Productivity

In this study, the level of Key Stage 1 Teachers' productivity refers to instructional outputs, student learning, research/innovation, and community involvement.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 18 indicates the level of Key Stage 1 Teachers' Productivity. Also exposes the statements, mean, standard deviation and remarks.

Table 15 shows the level of Key Stage 1 teachers' productivity in terms of instructional outputs.

As shown, the respondents strongly agree that the teacher regularly prepares lesson plans and instructional materials, completes academic and administrative tasks on time, designs innovative learning activities, maintains organized student records, and consistently fulfills instructional responsibilities. The level of Key Stage 1 teachers' productivity in terms of instructional outputs gained the overall weighted mean of 6.58 with a standard deviation of 6.58, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of productivity in producing quality instructional outputs and fulfilling their teaching responsibilities efficiently.

Table 15. Level of Key Stage 1 Teachers' Productivity in Terms of Instructional Outputs

Statements The teacher...	Mean	SD	Remarks
...prepares comprehensive lesson plans and relevant instructional materials regularly.	6.62	0.62	Strongly Agree
...accomplishes academic and administrative tasks accurately and on time.	6.56	0.63	Strongly Agree
...designs innovative learning activities that enhance the effectiveness of lesson delivery.	6.56	0.66	Strongly Agree
...keeps well-organized records of students' performance and classroom outputs.	6.61	0.61	Strongly Agree
...demonstrates consistency and dependability in completing instructional responsibilities.	6.54	0.68	Strongly Agree
Weighted Mean	6.58		
SD	0.63		
Verbal Interpretation	Very High		

The results indicate that teachers are highly productive, organized, and consistent in their instructional work, which contributes to effective teaching and improved learning outcomes among students.

Table 16 shows the level of Key Stage 1 teachers' productivity in terms of student learning.

Table 16. Level of Key Stage 1 Teachers' Productivity in Terms of Student Learning

Statements The teacher...	Mean	SD	Remarks
...leads to observable improvements in student achievement as instructional methods.	6.62	0.62	Strongly Agree
...applies teaching strategies that foster learners' critical thinking and problem-solving abilities.	6.56	0.64	Strongly Agree
...inspires students to take ownership and responsibility for their learning.	6.60	0.58	Strongly Agree
...provides learning opportunities that ensure mastery of key competencies.	6.64	0.55	Strongly Agree
...modifies instructional approaches to address diverse learners' needs and learning goals.	6.60	0.62	Strongly Agree
Weighted Mean	6.61		
SD	0.59		
Verbal Interpretation	Very High		

As shown, the respondents strongly agree that the teacher leads to observable improvements in student achievement through instructional methods, applies teaching strategies that foster learners' critical thinking and problem-solving abilities, inspires students to take ownership and responsibility for their learning, provides learning opportunities that ensure mastery of key competencies, and modifies instructional approaches to address diverse learners' needs and learning goals.

The level of Key Stage 1 teachers' productivity in terms of student learning gained the overall weighted mean of 6.61 with a standard deviation of 0.59, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of productivity in enhancing student learning outcomes and ensuring mastery of competencies.

The results indicate that teachers effectively support student achievement through adaptive instruction, learner engagement, and mastery-focused teaching strategies, leading to improved academic performance and learning success. Intuitively, students assigned to more productive teachers tend to achieve more than those with less productive ones.

Table 17. Level of Key Stage 1 Teachers' Productivity in Terms of Research/innovation

Statements The teacher...	Mean	SD	Remarks
...participates in research or action research projects to enhance teaching practices.	6.15	0.96	Strongly Agree
...applies innovative instructional methods to resolve classroom challenges.	6.46	0.72	Strongly Agree
...shares effective teaching strategies and innovations with colleagues.	6.43	0.71	Strongly Agree
...utilizes research-based evidence to improve classroom practices and decisions.	6.42	0.68	Strongly Agree
...proposes and implement creative ideas that support school improvement initiatives.	6.40	0.71	Strongly Agree
Weighted Mean	6.37		
SD	0.75		
Verbal Interpretation	Very High		

Table 17 shows the level of Key Stage 1 teachers' productivity in terms of research and innovation.

As shown, the respondents strongly agree that the teacher participates in research or action research projects to enhance teaching practices, applies innovative instructional methods to resolve classroom challenges, shares effective teaching strategies and innovations with colleagues, utilizes research-

based evidence to improve classroom practices and decisions, and proposes and implements creative ideas that support school improvement initiatives.

The level of Key Stage 1 teachers' productivity in terms of research and innovation gained the overall weighted mean of 6.37 with a standard deviation of 0.75, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of productivity in engaging in research-based practices and instructional innovation.

The results indicate that teachers actively apply innovation and research-informed strategies in teaching, contributing to continuous improvement in classroom practices and overall school development.

Table 18 shows the level of Key Stage 1 teachers' productivity in terms of community involvement.

As shown, the respondents strongly agree that the teacher engages in school and community programs that promote students' holistic development, works collaboratively with parents and community stakeholders to improve learning outcomes, participates in outreach and extension activities that benefit learners and the wider community, helps build partnerships between the school and community to support educational programs, and upholds the school's positive image through active participation in community events.

Table 18. Level of Key Stage 1 Teachers' Productivity in Terms of Community Involvement

Statements The teacher...	Mean	SD	Remarks
...engages in school and community programs that promote students' holistic development.	6.52	0.67	Strongly Agree
...works collaboratively with parents and community stakeholders to improve learning outcomes.	6.55	0.70	Strongly Agree
...participates in outreach and extension activities that benefit learners and the wider community.	6.27	0.88	Strongly Agree
...helps build partnerships between the school and community to support educational programs.	6.38	0.79	Strongly Agree
...upholds the school's positive image through active participation in community events.	6.54	0.68	Strongly Agree
Weighted Mean	6.45		
SD	0.74		
Verbal Interpretation	Very High		

The level of Key Stage 1 teachers' productivity in terms of community involvement gained the overall weighted mean of 6.45 with a standard deviation of 0.74, verbally interpreted as Very High. This means that Key Stage 1 teachers demonstrate a very high level of productivity in engaging with the community and fostering strong school-community partnerships.

The results indicate that teachers actively participate in community-based initiatives and collaborate with stakeholders, which strengthens support for learners and enhances the school's role in the community.

School-community relations play a very crucial role in enhancing teachers' productivity through sustained support, collaboration, and encouragement. When schools and communities work together, teachers benefit from shared resources, moral support, and opportunities for continuous

professional growth, all of which contribute to improved instructional delivery and overall school effectiveness. One of the most meaningful ways community involvement can strengthen educational delivery is through the provision and support of continuous training programs aimed at enhancing teacher productivity.

Test of Association Between the School Heads' Proactive Coping Strategies and Key Stage 1 Teachers' competency

To test the significant relationship between the school heads' proactive coping strategies and Key Stage 1 Teachers' competency in terms of pedagogical, classroom management, assessment and feedback, ICT integration, and professional engagement they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 19. Significant Relationship between the School Heads' Proactive Coping Strategies and Key Stage 1 Teachers' Competency

School Heads' Proactive Coping Strategies		Key Stage 1 Teachers' Competency				
		P	CM	A	ICT I	PE
Reflective	Pearson Correlation	.662**	.737**	.695**	.656**	.696**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167
Preventive	Pearson Correlation	.667**	.720**	.715**	.663**	.720**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167
Strategic Planning	Pearson Correlation	.709**	.786**	.754**	.702**	.700**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167
Resource Management	Pearson Correlation	.650**	.740**	.705**	.632**	.735**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167
Emotional Regulation	Pearson Correlation	.596**	.674**	.613**	.611**	.679**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167

A significant positive correlation was observed between school heads' proactive coping strategies and Key Stage 1 Teachers' competency, indicating that Teachers who cope strategies from the school heads tended to achieve higher competency ($r(167) p < .001, N=168$). This suggests that increased coping strategies is associated with better competency.

Test of Association between the School Heads' Proactive Coping Strategies and Key Stage 1 Teachers' Productivity

To test the significant relationship between the school heads' proactive coping strategies and Key Stage 1 Teachers' productivity in terms of instructional outputs, student learning, research/innovation, and community involvement they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 20 presents the test of significant relationship between school heads' proactive coping strategies and Key Stage 1 teachers' productivity in terms of instructional outputs, student learning, research/innovation, and community

involvement. Using Pearson Product–Moment Correlation with 167 respondents, the analysis determined whether school heads' coping strategies are significantly associated with teachers' productivity outcomes.

Table 20. Significant Relationship between the School Heads' Proactive Coping Strategies and Key Stage 1 Teachers' Productivity

School Heads' Proactive Coping Strategies		Key Stage 1 Teachers' Productivity			
		Instructional Outputs	Student Learning	Research/Innovation	Community Involvement
Reflective	Pearson Correlation	.702**	.693**	.570**	.528**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167
Preventive	Pearson Correlation	.644**	.700**	.562**	.535**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167
Strategic Planning	Pearson Correlation	.675**	.691**	.606**	.573**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167
Resource Management	Pearson Correlation	.658**	.680**	.598**	.592**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167
Emotional Regulation	Pearson Correlation	.633**	.612**	.598**	.584**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167

The results reveal that all dimensions of school heads' proactive coping strategies reflective, preventive, strategic planning, resource management, and emotional regulation show statistically significant positive relationships with all domains of teachers' productivity. The correlation coefficients range from moderate to strong, with $p < 0.001$ indicating consistent and meaningful associations across all variables.

Among the coping strategy dimensions, reflective, strategic planning, and resource management exhibit the strongest relationships particularly in instructional outputs and student learning, while emotional regulation also shows consistent moderate-to-strong associations across all productivity indicators. These findings imply that when school heads engage in reflective decision-making, anticipate problems, strategically plan school directions, manage resources efficiently, and regulate emotions effectively, teachers tend to demonstrate higher productivity in instructional outputs, improved student learning outcomes, increased engagement in research and innovation, and stronger community involvement. This suggests that proactive leadership coping strategies play a crucial role in enhancing teacher productivity across multiple performance areas.

The findings demonstrate that school heads' proactive coping strategies are strongly and consistently associated with Key Stage 1 teachers' productivity across all measured domains. Leadership behaviors characterized by reflection, prevention, strategic direction, resource optimization, and

emotional stability contribute meaningfully to improving teachers' productivity in instruction, student learning, innovation, and community engagement. These results further indicate that proactive coping strategies function as an integrated and forward-looking leadership approach, where cognitive, behavioral, and emotional dimensions work together to positively influence teacher effectiveness and overall school performance. Moreover, the strength of this relationship suggests that when school heads actively anticipate challenges, plan ahead, and maintain emotional balance in decision-making, they create a more supportive and efficient working environment that enables teachers to perform their duties more effectively and consistently.

Test of Association Between the School Heads' Supervision Strategies and Key Stage 1 Teachers' Competency

To test the significant relationship between the school heads' supervision strategies and Key Stage 1 Teachers' competency in terms of pedagogical, classroom management, assessment and feedback, ICT integration, and professional engagement they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 21. Significant Relationship between the School Heads' Supervision Strategies and Key Stage 1 Teachers' Competency

School Heads' Supervision Strategies		Key Stage 1 Teachers' Competency				
		P	CM	A	ICT I	PE
Instructional	Pearson Correlation	.646**	.682**	.695**	.626**	.715**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167
Administrative	Pearson Correlation	.730**	.755**	.739**	.689**	.767**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167
Coaching	Pearson Correlation	.723**	.744**	.731**	.668**	.732**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167
Feedback/ Evaluation	Pearson Correlation	.675**	.729**	.709**	.742**	.683**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	167	167	167	167	167

Table 21 presents the test of significant relationship between school heads' supervision strategies and Key Stage 1 teachers' competency in terms of pedagogical skills, classroom management, assessment and feedback, and ICT integration. Using Pearson Product-Moment Correlation with 167 respondents, the analysis determined whether supervision strategies are significantly associated with teachers' professional competencies.

The results reveal that all dimensions of school heads' supervision strategies instructional, administrative, coaching, and feedback/evaluation how statistically significant positive relationships with all domains of teachers' competency. All correlation coefficients are positive and range from moderate to strong, with $p < 0.001$, indicating highly significant relationships across all variables.

Among the supervision strategies, administrative supervision consistently shows the strongest correlations with teachers' competencies, particularly in ICT integration ($r = .767$), classroom management ($r = .755$), and pedagogical skills ($r = .730$). This is followed closely by coaching

practices, which also demonstrate strong relationships across all competency areas, suggesting that mentoring and support significantly enhance teacher performance. Meanwhile, instructional supervision and feedback/evaluation likewise show strong and consistent associations, particularly in ICT integration and assessment-related competencies.

These findings imply that when school heads actively implement structured supervision practices through classroom observation, administrative monitoring, coaching, and constructive feedback, teachers tend to demonstrate higher levels of pedagogical competence, stronger classroom management skills, improved assessment practices, and more effective ICT integration. This suggests that supervision strategies serve as a critical mechanism in strengthening teachers' overall professional capability. In addition, consistent supervision helps clarify instructional expectations and supports teachers in refining their practices to align with curriculum standards. It also promotes reflective teaching and continuous professional growth through timely and evidence-based feedback. Moreover, supportive supervision fosters collaboration and motivation, ultimately contributing to improved teaching performance and a more effective and well-coordinated school learning environment.

The findings demonstrate that school heads' supervision strategies are strongly and consistently associated with Key Stage 1 teachers' competency across all measured domains. Supervision practices that emphasize instructional support, administrative efficiency, coaching, and evaluative feedback contribute meaningfully to enhancing teachers' pedagogical skills, classroom management, assessment competence, and ICT integration. The results further signify that supervision strategies operate as an integrated system of professional support, where monitoring, mentoring, and evaluation collectively reinforce teacher competency and improve instructional quality in schools.

Test of Association between the School Heads' Supervision Strategies and Key Stage 1 Teachers' Productivity

To test the significant relationship between the school heads' supervision strategies and Key Stage 1 Teachers' productivity in terms of instructional outputs, student learning, research/innovation, and community involvement they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 22 presents the significant relationship between school heads' supervision strategies and Key Stage 1 teachers' productivity in terms of instructional outputs, student learning, research/innovation, and community involvement. Using Pearson Product-Moment Correlation with 167 respondents, the analysis determined whether supervision strategies are significantly associated with teachers' productivity.

The results reveal that all dimensions of school heads' supervision strategies instructional, administrative, coaching, and feedback/evaluation show statistically significant positive relationships with all domains of teachers' productivity. The correlations range from moderate to strong, with $p < 0.001$, indicating consistent and significant associations across all variables.

Table 22. Significant Relationship Between the School Heads' Supervision Strategies and Key Stage 1 Teachers' Productivity

School Heads' Supervision Strategies		Key Stage 1 Teachers' Productivity			
		Instructional Outputs	Student Learning	Research/Innovation	Community Involvement
Instructional	Pearson Correlation	.605**	.636**	.519**	.540**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167
Administrative	Pearson Correlation	.648**	.676**	.519**	.548**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167
Coaching	Pearson Correlation	.675**	.686**	.658**	.599**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167
Feedback/Evaluation	Pearson Correlation	.644**	.676**	.562**	.526**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	167	167	167	167

As shown, coaching obtained the strongest relationships across productivity indicators, particularly in student learning ($r = .686$) and instructional outputs ($r = .675$), followed by administrative and instructional supervision, which also yielded strong positive correlations. Feedback/evaluation likewise shows significant positive relationships across all productivity domains.

These findings imply that when school heads actively engage in instructional supervision, maintain effective administrative practices, provide coaching, and deliver constructive feedback and evaluation, teachers tend to demonstrate higher levels of productivity in instructional outputs, student learning, research/innovation, and community involvement.

The findings demonstrate that school heads' supervision strategies are strongly and consistently associated with Key Stage 1 teachers' productivity across all domains. This indicates that effective supervision practices play a vital role in enhancing teachers' productivity by strengthening instructional delivery, improving learning outcomes, and promoting active engagement in innovation and community participation.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the inferential results of the study, there is a significant positive relationship between school heads' proactive coping strategies and Key Stage 1 teachers' competency; thus, the null hypothesis is rejected. This implies that school heads who effectively practice reflective thinking, preventive planning, strategic management, resource utilization, and emotional regulation contribute to the enhancement of teachers' pedagogical skills, classroom management, assessment practices, ICT integration, and professional engagement.

School heads' proactive coping strategies have significant positive relationship on Key Stage 1 teachers' productivity;

thus, the null hypothesis is rejected. This indicates that stronger proactive coping practices among school heads are associated with higher levels of teachers' productivity in terms of instructional outputs, student learning outcomes, research and innovation, and community involvement.

Furthermore, there is a significant positive relationship between school heads' supervision strategies and Key Stage 1 teachers' competency; thus, the null hypothesis is rejected. This suggests that effective supervision strategies—such as instructional guidance, administrative support, coaching, and constructive feedback—play a crucial role in improving teachers' professional competencies and overall teaching performance.

Lastly, there is a significant positive relationship between school heads' supervision strategies and Key Stage 1 teachers' productivity; thus, the null hypothesis is rejected. This means that well-implemented supervision practices contribute significantly to enhancing teachers' productivity across various domains, including instructional delivery, student achievement, innovation, and active participation in school and community programs.

Circumstantial to above findings and conclusions, the following were the recommendations from the researcher of this study:

Division and District officials may support leadership development programs that enhance school heads' coping strategies and supervision skills. Provision of training, seminars, and mentoring programs focused on instructional leadership, emotional intelligence, and data-driven decision-making may further strengthen school effectiveness.

Policy makers may developed policies and programs to strengthened and institutionalize leadership training focused on proactive coping strategies and supervision practices. This may include leadership competency frameworks and continuous professional development programs aligned with school performance improvement.

School heads may continue to strengthen and sustain their proactive coping strategies, particularly in reflective practice, preventive planning, strategic management, resource utilization, and emotional regulation. Continuous improvement in these areas may further enhance teacher productivity and school performance. School heads are also encouraged to maintain and enhance their supervision strategies by consistently conducting instructional supervision, providing coaching and mentoring, strengthening administrative systems, and delivering constructive feedback and evaluation.

Key Stage 1 teachers may sustain their high level of competency and productivity by continuously engaging in professional development activities, improving pedagogical practices, integrating ICT in instruction, strengthening classroom management strategies, and actively participating in research and community involvement. Teachers are also encouraged to maximize feedback from school heads as a basis for instructional improvement.

Future researchers may explore other variables that may influence teachers' competency and productivity such as school climate, teacher motivation, workload, and student

factors. Expanding the scope to other grade levels or divisions may also provide broader and more generalizable findings.

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