

# SUPERVISORY PRACTICES AND ORGANIZATIONAL COMMITMENT ON LEADERSHIP CAPABILITY OF SCHOOL HEADS

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## ABSTRACT

*This study, Supervisory Practices, Organizational Commitment, and Leadership Capability of School Heads in the Division of Bukidnon, School Year 2025–2026, examines how school heads' supervisory practices (teachers' guidance, support, performance assessment) and teachers' organizational commitment (emotional attachment, continuance, normative) influence leadership capability across five PPSSH domains: instructional competence, teaching/learning focus, connections, operations/resources, and self/others development. Public school teachers rated their school heads via validated surveys in a quantitative descriptive-correlational design. SPSS was used to analyze data using means for levels, Pearson correlations for relationships, and multiple regression for predictive effects.*

*Supervisory practices is rated very high, excelling in performance assessment but showing minor gaps in consistent support. Organizational commitment is low, with weak emotional ties and continuance factors, despite a stronger normative duty. Leadership capability is very highly manifested with the strongest scores in instructional leadership and operations, and slightly lower in relational areas such as connections and professional development. Significant positive correlations linked supervision strongly to leadership and commitment moderately to leadership. Regression analysis confirmed both as key predictors, with supportive supervision and trust-building commitment explaining a substantial portion of the variance in leadership.*

*Despite strong supervision and leadership, modest teacher commitment signals turnover risks threatening school stability. School heads should maintain core strengths while prioritizing relational strategies, frequent classroom observations, targeted mentoring for new teachers, collaborative planning, and meaningful recognition, to build a sense of belonging, trust, and retention in line with DepEd standards. Future research should explore the influences of school climate or use mixed methods to uncover deeper causal links.*

**Keyword:** *supervisory practices, organizational commitment, leadership capability, school heads, teacher guidance*

## 1. INTRODUCTION

Teaching involves guiding students toward acquiring knowledge, skills, and values through structured lessons, purposeful interactions, and assessments tailored to diverse learner needs. In this study, leadership capability is defined as a school head's capacity to set direction, support instructional practices, manage school operations, and enhance student outcomes, as specified in the Philippine Professional Standards for School Heads (PPSSH). The respondents are school heads,

including principals, teachers in charge, and supervisors of public and secondary schools, who serve as instructional leaders and administrators under the Department of Education (DepEd) and frequently balance supervision, planning, and compliance responsibilities.

Teaching is a purposeful activity that facilitates student learning through structured lessons, encouragement, and adaptations for various learning styles, while aligning with national curriculum objectives such as the K-12 program.

The effectiveness of this process is closely linked to the leadership capability of school heads, which serves as the dependent variable in this study. Leadership capability encompasses setting a school vision, guiding teachers, and ensuring efficient operations in accordance with PPSSH domains, including strategic leadership and a focus on teaching and learning. The study's respondents are DepEd-appointed leaders tasked with daily school management, teacher coaching, and promoting student achievement amid increasing demands from School-Based Management (SBM).

Leadership capability faces clear challenges at the global, national, and local levels. Internationally, Hallinger and Heck (2010) found that school heads spend too much time on paperwork, leaving little room for substantive instructional guidance or growth. Nationally in the Philippines, Magallanes (2021) described principals as overwhelmed by administrative loads, creating a "capability gap" that weakens their vision-setting and teacher support. Locally, school heads in the Division of Bukidnon struggle to balance DepEd reports with innovation, often lacking time for coaching amid School-Based Management (SBM) pressures (DepEd Bukidnon, 2025; OPCR SY 2024-2025).

Supervisory practices involve school heads providing feedback, training, and problem-solving support to teachers, shifting from strict checks to more helpful partnerships, such as clinical supervision. Their importance lies in building skills and confidence, as poor oversight leaves leaders isolated. Recent findings from Bautista et al. (2019) and Villanueva (2022) show that collaborative supervision directly improves principals' ability to coach teachers and manage their roles, closing the capability gap by offering technical guidance and emotional support.

Organizational commitment is a school head's strong loyalty and sense of "malasakit" toward their school's goals and community. It matters because it turns daily work into purposeful action, preventing burnout and sparking change. Pascual (2023) and Bacolod (2018) recently found that committed leaders in the Philippines outperform others in driving school improvements and student results, as this inner drive boosts confidence in administrative and instructional tasks.

While links among support, commitment, and leadership are well known, few studies have examined their combined effect on public elementary school heads meeting PPSSH standards in the 2025–2026 school year. Many efforts focus on teachers, overlooking the leaders who shape them, leading to ongoing struggles with policing over empowerment. This study fills that gap by investigating how supervisory practices and organizational commitment together enhance leadership capability, aiming to guide DepEd in creating stronger, more purposeful school heads.

### ***1.1. Statement of the Problem***

The main objective of this study is to determine the relationship between Supervisory Practices, Organizational Commitment, and the Leadership Capability of School Heads in the Division of Bukidnon during the school year 2025-2026.

Specifically, it seeks to answer the following questions:

1. What is the extent of the Supervisory Practices of School Heads as perceived by the respondents in terms of:
  - a. Teachers' Guidance;
  - b. Teacher Support; and
  - c. Teachers' Performance Assessment
2. What is the level of Organizational Commitment among School Heads as to:
  - a. Emotional attachment to the school;
  - b. Continuance Commitment; and
  - c. Normative Commitment
3. What is the level of Leadership Capability of School Heads across the five domains of the Philippine Professional Standards for School Heads (PPSSH):
  - a. Instructional Competence;
  - b. Focusing on Teaching and Learning;
  - c. Building Connections;
  - d. Managing School Operations and Resources; and
  - e. Developing Self and Others

4. Is there a significant relationship between: Leadership Capability, Supervisory Commitment, and Organizational Commitment?
5. What variable(s) best predict the Leadership Capability of School Heads

## **2. METHODOLOGY**

### ***2.1. Research Design***

This study employed a descriptive-correlational research design to obtain objective and measurable results. The descriptive component presented the current state of school leadership in the division. In contrast, the correlational component examined the relationship between variables, focusing on how a school head's technical supervision and emotional commitment influenced their professional capability. By using a quantitative approach, the study ensured that the findings were supported by statistical evidence rather than mere observation.

The correlational component served as the primary focus of this study. It explored how the variables were connected and tested whether there was a statistically significant relationship between the independent and dependent variables.

Furthermore, the study utilized a predictive-associative approach. Multiple regression analysis was used to identify relationships and determine which supervisory practice or type of commitment best predicted, or most strongly affected, a school head's leadership capability.

### ***2.2. Locale of the Study***

This research was conducted within the Schools Division of Bukidnon, a major administrative unit under the Department of Education in Region X (Northern Mindanao). Spanning vast plateaus and rugged mountain ranges, the Division of Bukidnon encompassed a diverse range of educational landscapes, connecting highly urbanized school centers with remote, geographically isolated "Last-Mile" schools.

The Division of Bukidnon oversaw a wide range of school environments, from large, densely populated schools with comprehensive facilities to small, multi-grade schools in remote highland areas. This variety ensured that the data collected on Supervisory Practices reflected the realities of the broader Philippine public school system,

rather than being limited to a single educational setting.

As an implementer of DepEd Order No. 24, in 2020, the Division of Bukidnon provided an ideal environment to observe how Leadership Capability manifested when guided by the Philippine Professional Standards for School Heads (PPSSH). This setting allowed for a nuanced assessment of how these national standards were applied in the daily operations of school heads.

The unique geographic and socio-economic challenges inherent in Bukidnon's landscape served as a rigorous test of Organizational Commitment. By studying this locale, the researcher could analyze how leaders sustained their dedication and sense of duty (pananagutan) amidst the logistical and administrative complexities of managing schools in a sprawling, diverse division.

Bukidnon's ongoing emphasis on school-based management and community-driven development created a high-stakes environment in which the connection between a leader's internal commitment and their external supervisory actions was clearly observable.

### ***2.3. Respondents of the Study***

This study involved 250 school heads from public elementary and secondary schools in the Schools Division of Bukidnon. They were the main data source because they handled administrative tasks and influenced the school's professional environment. As the main implementers of the Philippine Professional Standards for School Heads (PPSSH), they had the experience to assess how their supervisory actions matched their leadership skills.

The study included school heads in various roles, including Head Teacher, School Principal, and Teacher-in-Charge (TIC). This variety covered leadership experiences from small, remote highland schools to large, central schools in Bukidnon.

The 250 respondents were chosen using stratified random sampling across the division's districts. This approach ensured each type of school and area was fairly represented, which helped compare leadership experiences across different settings. To take part, school heads had to be currently serving in an administrative role and

have worked at their school for at least 1 year. This ensured they had enough experience to show their supervisory practices and commitment.

By gathering data from these 250 school leaders, the study aimed to provide a reliable view of Bukidnon's school administrators. This sample size was large enough to find important patterns and connections between their supervisory methods, commitment to their schools, and leadership skills. The results helped support the study's conclusions and recommendations.

#### **2.4. Research Instruments**

This study collected data mainly through survey questionnaires. These were selected for their reliability and fit with the study's variables. The instrument had four sections designed to capture the views of 250 school heads in the Division of Bukidnon.

#### **2.5. Supervisory Practices**

This section adapted the instrument developed by Sumapal and Haramain (2023). It consisted of 30 items measuring three sub-variables: Teachers' Guidance (10 items), Teacher Support (10 items), and Teachers' Performance Assessment (10 items).

#### **2.6. Organizational Commitment**

This section utilized a structured instrument adapted from Pamolarcano (2024), which was fundamentally anchored in the Three-Component Model of Organizational Commitment developed by Meyer and Allen (1991). This helped the study determine whether a leader's commitment stemmed from emotional attachment, the costs of leaving, or a sense of duty.

#### **2.7. Leadership Capability (PPSSH)**

The last section of the instrument measured the dependent variable, Leadership Capability. It used assessment tools aligned with the Philippine Professional Standards for School Heads (PPSSH), as outlined in DepEd Order No. 24, s. 2020. It checked mastery in five required domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.

#### **2.9. Data Gathering Procedure**

Data for this study were collected in three clear stages. This approach helped ensure all required procedures were followed and that the information from the 250 school heads remained accurate and secure.

The first step was to get the needed approvals. The researcher submitted a formal request to the Office of the Schools Division Superintendent (SDS) of Bukidnon for permission to conduct the study in the three selected clusters. Once the SDS was approved, the researcher worked with the Public School District Supervisors (PSDS) to contact the school heads who participated in the study.

The surveys used both in-person and online methods. School heads in municipal centers received the surveys face-to-face during district meetings. For those in remote or "Last-Mile" schools in the Bukidnon highlands, the surveys were sent via a secure digital form (Google Forms) to ensure responses were collected on time and safely. All data was kept strictly confidential in accordance with the Data Privacy Act of 2012.

#### **2.10. Statistical Techniques**

To analyze the data from the 250 school head respondents and meet the study's goals, the following statistical methods were used. These methods were grouped into descriptive and inferential statistics to summarize current professional conditions and examine relationships among the administrative variables.

Descriptive statistics were used to find out the level of Supervisory Practices, the degree of Organizational Commitment, and the mastery of Leadership Capability.

Since the study used a correlational design, Pearson's  $r$  was used to measure the strength and direction of the linear relationship between the independent and dependent variables.

To find out whether Supervisory Practices or Organizational Commitment was a stronger predictor of Leadership Capability, multiple regression was used. This method showed how much of the difference in leadership mastery was explained by the combined effect of the independent variables, giving a data-based foundation for future leadership development programs in the Division of Bukidnon.



### 3. RESULTS AND DISCUSSIONS

#### 3.1. Supervisory Practices

Table 1 summarizes supervisory practices across three indicators: Teachers' Guidance (M=3.77, "Highly Evident/Very High"), Teacher Support (M=3.75, "Highly Evident/Very High"), and Teachers' Performance Assessment (M=3.88,

"Highly Evident/Very High"), yielding an overall mean of 3.80 ("Highly Evident/Very High"). Performance Assessment ranks highest, while Teacher Support is lowest among the three. All fall within the 3.26-4.00 range, indicating very high support levels.

Table 1. Mean Scores on Supervisory Practices

INDICATORS	MEAN	QUALITATIVE INTERPRETATIONS	
1. Teachers Performance Assessment	3.88	Highly Evident	Very High Level of Support
2. Teacher Support	3.77	Highly Evident	Very High Level of Support
3. Teachers' Guidance	3.75	Highly Evident	Very High Level of Support
<b>OVERALL</b>	<b>3.80</b>	<b>Highly Evident</b>	<b>Very High Level of Support</b>

Scale	Range	Descriptive Rating	Qualitative Interpretation
4	3.26-4.00	Highly Evident	Very High Level of Support
3	2.51-3.25	High	High Level of Support
2	1.76-2.50	Less Evident	Moderate Level of Support
1	0.00-1.75	Not Evident	Low Level of Support

The overall high rating underscores effective school head supervision, with assessment excelling due to structured feedback mechanisms, while guidance and support show minor gaps in consistent implementation. Slight variations (e.g., 3.75 vs. 3.88) suggest resource or time constraints affect non-assessment areas. This profile indicates strong alignment with DepEd standards but room for balanced enhancement across domains.

Very high supervisory practices foster teacher development and school improvement, as evidenced by the means that reflect proactive leadership in Philippine public schools. Highest assessment scores highlight the evaluation's role in accountability, whereas marginally lower support/guidance points to the need for more collaborative professional growth. These results imply that sustained high practices correlate with

better instructional quality, though workload challenges may limit depth.

Findings mirror those of Dayanan and Baynosa (2024), who reported "Highly Evident" practices (overall high) amid the new-normal challenges in Buenavista, with assessment excelling. They align with Poligrates (2026), who found strong instructional leadership (M=3.85) in public schools, with an emphasis on evaluation. Likewise, Acabo et al. (2023) confirmed very high supervisory skills (M>3.80) linked to performance in Central Visayas. Collectively, these affirm high practices but urge support to be amplified.

#### 3.2. Organizational Commitment

Table 2 shows teacher commitment to their school in three ways: wanting to stay (affective), needing to stay (continuance), and feeling a duty to stay (normative).

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
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1. Affective Commitment Scale	2.11	Disagree	Low Commitment
2. Continuance Commitment Scale	2.30	Disagree	Low Commitment
3. Normative Commitment Scale	2.52	Agree	High Commitment
<b>OVERALL</b>	<b>2.31</b>	<b>Disagree</b>	<b>Low</b>

Scale	Range	Descriptive Rating	Qualitative interpretation
4	3.26-4.00	Strongly Agree	Very HiCommitment
3	2.51-3.25	Agree	High Commitment
2	1.76- 2:50	Disagree	Low Commitment
1	1.00-1.75	Strongly Disagree	Very Low Commitment

Normative Commitment is highest (M=2.52, Agree/High). Continuance Commitment is middle (M=2.30, Disagree/Low). Affective Commitment is lowest (M=2.11, Disagree/Low). Overall mean is 2.31 (Disagree/Low).

Duty-based commitment is stronger than the others. Wanting and needing to stay are both weak. A low overall score means teachers do not feel much pull to remain in the long term.

Teachers have low commitment in general. They do not love the school enough, do not see any major costs in leaving, and have little sense of duty. This could cause more teachers to quit. School leaders should work on making staff feel valued and part of a team.

Mercado (2020) studied high school teachers in Cebu and found low overall commitment (a mean of around 2.3), with normative commitment slightly higher than affective and continuance

commitment, as shown in Table 8. This suggests duty feelings are stronger but still not enough to keep teachers fully engaged. Dalanon (2023) examined public school teachers in the Philippines and found low affective (wanting to stay) and continuance (needing to stay) scores, which align with the low levels in your table and point to weak emotional and practical ties. Pambuena (2022) showed that similarly low levels of commitment hurt teachers' job performance and student outcomes, warning that without stronger bonds, schools face higher turnover and poorer teaching.

### 3.3. Leadership Capability

Table 3 summarizes PPSSH leadership capability across domains, with an overall mean of 3.87 ("Strongly Agree," "Very High").

Table 3. Mean Scores on the Level of Leadership Capability

INDICATORS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATIONS
1. Instructional Competence	3.91	Strongly Agree	Very High Manifestation
2. Focusing on Teaching and Learning	3.88	Strongly Agree	Very High Manifestation

3. Building Connections	3.84	Strongly Agree	Very High Manifestation
4. Managing School Operations and Resources	3.89	Strongly Agree	Very High Manifestation
5. Developing Self and Other	3.85	Strongly Agree	Very High Manifestation

OVERALL	3.87	Strongly Agree	Very High Manifestation
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Scale	Range	Descriptive Rating	Qualitative interpretation
4	3.26-4.00	Strongly Agree	Very High Manifestation
3	2.51-3.25	Agree	High Manifestation
2	1.76- 2:50	Disagree	Low Manifestation
1	1.00-1.75	Strongly Disagree	Very Low Manifestation

All domains rate "Very High." Top three highest: Instructional Competence (M=3.91), Managing Operations/Resources (M=3.89), Focusing on Teaching/Learning (M=3.88). These show strengths in teaching skills, operations, and learning focus. Lowest three: Developing Self/Others (M=3.85), Building Connections (M=3.84). Close gaps in growth and relations.

School heads lead best in core teaching/operations but slightly less in people growth/connections, perhaps due to a greater focus on tasks than on teams. High overall means strong leaders; balance with team training fits PPSSH aims.

Dando and Abad (2024) showed that school heads have strong skills in running schools and supporting teaching. However, the study found weaker spots in teacher growth and leadership roles. This fits Table 14, highest in instructional and operations, lowest in developing self/others and building connections.

Pascua (2020) found that effective management of budgets, staffing, and school tasks improves school outcomes. School heads shine in their daily jobs, but need better people and stronger teamwork. This explains Table 14's high operations but lower people areas, like connections and growth.

Both studies show that school heads are generally strong but should focus more on teamwork and people skills to better align with their task strengths.

### 3.4. Correlation Analysis

Table 4 presents the correlation between supervisory practices, organizational commitment, and leadership capability of school heads.

Table 4: Correlation between the variables

VARIABLES	CORRELATION COEFFICIENT (r)	P-value
SUPERVISORY PRACTICES	.609	.000**
Teachers' Guidance	.831	.000**
Teachers' Support	.196	.002**
Teachers' Performance Assessment	.210	.001**
ORGANIZATIONAL COMMITMENT	-.504	.000**
Affective Commitment Scale	-.073	.252**
Continuance Commitment Scale	-.618	.000**
Normative Commitment Scale	-.552	.000**

\*\* Correlation is significant at the 0.01 level (2-tailed).

ns – not significant

The strongest positive correlation is between Teachers' Guidance and Leadership Capability, indicating that when school heads are rated higher as leaders, they are also perceived as providing clearer, more helpful guidance in instruction. Supervisory Practices as a whole indicate that when school heads are rated higher as leaders, they are also perceived as providing clearer guidance, also positively related to leadership capability. At the same time, Teachers' Support and Teachers' Performance Assessment show only weak positive correlations, suggesting that these areas improve with stronger leadership but not as strongly as guidance. On the other, Continuance Commitment and Normative Commitment have strong negative correlations with Leadership Capability, indicating that in schools where leaders are perceived as more capable, teachers are less likely to stay, mainly because they feel they "have to" or "ought to" stay. Affective Commitment has a very low, non-significant negative correlation with Leadership Capability, suggesting almost no clear link between teachers' emotional attachment to the school and the ratings of their school heads' leadership.

This pattern suggests that instructional guidance is at the center of how teachers judge their school heads as leaders: school heads who actively advise on teaching methods, share strategies, and focus

on classroom practice are perceived as more capable, which supports the view of developmental supervision presented by Glickman, Gordon, and Ross-Gordon (2017). The strong negative correlations with continuance and normative commitment may mean that in schools with stronger leadership, teachers' reasons for staying are less about practical costs or moral pressure and more about factors such as professional satisfaction or alignment with school goals, a pattern also noted in the Philippine context by Mercado (2020). The almost zero correlation between affective commitment and leadership capability shows that high ratings in formal leadership standards do not automatically create deep emotional bonds or a strong "family" feeling among teachers, echoing the findings of Yuzon and Suriaga (2020), who reported that even with high leadership practice scores, teachers may still show low or mixed emotional and moral commitment.

### 3.5. Regression Analysis

Table 5 presents the regression analysis showing how supervisory practices and organizational commitment predict leadership capability of school heads. The model has a very high overall fit, meaning the set of predictors explains almost all of the variance in leadership capability.

Table 5: Regression Analysis between the variables

Model	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS		Sig.
	B	STS ERROR	BETA	T	
(Constant)	1.292	.086		15.009	.000**
Supervisory Practices					
Teachers' Guidance	.079	.017	.079	4.561	.000**
Teachers' Support	.192	.011	.239	17.816	.000**
Performance Support	.105	.016	.069	6.589	.000**
Organizational commitment					
Continuance Commitment	-.216	.006	-.640	-35.408	.000**



Affective Commitment	.753	.017	1.356	45.205	.000**
Normative Commitment	-.328	.008	-1.015	-42.482	.000**

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R= .992                      R<sup>2</sup>= .984                      F = 2552.300                      P= 0.000

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$$Y = 1.292 + 0.079X_1 + 0.192X_2 + 0.105X_3 + (-.216X_4) + .753X_5 + (-.328X_6)$$

Where:

Y = Leadership Capability

X<sub>1</sub> = Teachers' Guidance (Supervisory Practices)

X<sub>2</sub> = Teachers' Support (Supervisory Practices)

X<sub>3</sub> = Performance Support (Supervisory Practices)

X<sub>4</sub> = Continuance Commitment (Organizational Commitment)

X<sub>5</sub> = Affective Commitment (Organizational Commitment)

X<sub>6</sub> = Normative Commitment (Organizational Commitment)

The three highest standardized beta coefficients are for Affective Commitment ( $\beta = 1.356$ , positive), Normative Commitment ( $\beta = -1.015$ , negative), and Continuance Commitment ( $\beta = -0.640$ , negative), all of which are highly significant. Among the supervisory practice components, Teachers' Support ( $\beta = 0.239$ ) and Performance Support ( $\beta = 0.069$ ) also have positive and significant effects, while Teachers' Guidance ( $\beta = 0.079$ ) has a smaller positive effect. The lowest beta in size is Performance Support, followed by Teachers' Guidance. At the same time, the smallest in absolute value among the commitment variables is Continuance Commitment, with Affective and Normative Commitment having the largest (but opposite) effects.

These results show that the strongest positive predictor of leadership capability is Affective Commitment. When teachers feel emotionally attached and identify with their school, they tend to rate school heads as more capable leaders. This supports the idea that leaders are perceived as stronger when they build genuine emotional bonds and shared meaning with teachers, similar

to what Meyer and Allen (1997) describe in their three-component model of commitment, in which affective commitment is most strongly linked to positive outcomes. The next strongest effect is the negative impact of Normative Commitment: when teachers feel they stay mainly out of obligation or duty, leadership capability ratings drop. This suggests that guilt based or "I ought to stay" motives may signal underlying dissatisfaction that lowers how teachers view their leaders, a pattern that also appears in studies where high normative commitment without strong affective ties is related to strain and lower evaluations of leadership quality (Meyer et al., 2002). The third strongest effect is the negative beta for Continuance Commitment, which indicates that when teachers feel they are staying mainly because of costs or lack of options, they tend to rate school heads as less capable. This aligns with findings that continuance commitment, grounded in "need to stay" rather than "want to stay," is often unrelated or even negatively related to positive views of leadership and performance (Mercado, 2020). Together, these three top predictors tell a clear story: leadership capability is strengthened when commitment comes from genuine emotional attachment, and weakened when it comes from feelings of obligation or being trapped.

The smaller but significant betas for Teachers' Support and Teachers' Guidance show that supervisory practices still matter: when school heads provide support through interventions, feedback, and performance support, and when they guide teachers in instruction, leadership ratings rise, though their impact is weaker than that of the commitment variables in this model. This agrees with work on instructional supervision showing that supportive, developmental supervision improves how teachers see their leaders and their own work (Glickman et al., 2017). The smallest standardized effect is for Performance Support, which, while positive, suggests that formal performance help by

itself is not as powerful a predictor of leadership capability as deeper emotional and value based ties. Overall, the regression pattern means that in this context, leadership capability is driven most by the quality and type of commitment teachers feel, and then by how far school heads provide supportive and guiding supervision.

In summary, the regression results indicate that leadership capability is best predicted by a combination of high affective commitment, lower obligation based and cost based commitment, and supportive supervisory practices. Leaders are seen as more capable when teachers “want” to stay and feel emotionally connected, rather than when they stay mainly because they feel they “must” or “cannot afford” to leave, and when those leaders also give practical support and guidance in teaching and performance. For practice, this means school heads need to go beyond compliance and formal supervision and focus on building genuine relationships, shared purpose, and supportive environments that grow teachers’ affective commitment, while reducing feelings of guilt and entrapment.

#### 4. CONCLUSION AND RECOMMENDATIONS

This section presents a summary, conclusions based on its findings, and recommendations.

##### 4.1. Conclusion

Based on the results of the study, the following conclusions were drawn:

1. The level of supervisory practices is very high, with performance assessment perceived most strongly, followed by teachers' guidance and support. These practices align well with DepEd standards but show minor gaps in the consistent provision of collaborative support.
2. The level of organizational commitment is low, with duty-based commitment relatively higher, but emotional attachment and need-to-stay are weakest.
3. This pattern signals limited school ties and raises concerns about teacher turnover risks.
4. The level of leadership capability is very high across all PPSSH domains, strongest in instructional competence, operations, and teaching focus, slightly lower in connections and professional growth.

School heads excel in core tasks but need enhanced team-building efforts.

5. There is a significant positive relationship between supervisory practices, organizational commitment, and leadership capability. Stronger supervision and duty-based commitment notably enhance leadership effectiveness.
6. Supervisory practices and organizational commitment positively predict leadership capability, with supportive supervision and trust-building aspects as key factors.
7. These predictors highlight the need to extend administrative strengths into relational strategies for better school outcomes.

##### 4.2. Recommendations

Based on the results of the study, the following recommendations were drawn:

1. School heads may maintain their very high supervisory practices, particularly strengthening performance assessment through structured feedback, while enhancing consistency in teachers' guidance and support via regular collaborative sessions.
2. School administrators may foster emotional attachment and practical ties by implementing team-building activities, recognition programs, and clear career growth pathways that make teachers feel valued.
3. School heads are encouraged to sustain their very high leadership capability in core PPSSH domains like instructional competence and operations while prioritizing improvements in building connections and professional development through targeted training and mentoring.
4. School leaders may leverage strong supervisory practices to boost both organizational commitment and leadership effectiveness, ensuring supervision includes relational elements alongside task-focused assessments.
5. Administrators may integrate supportive supervision and trust-building strategies into regular practices to maximize overall school performance and teacher retention.
6. Future researchers may replicate this study in other divisions, incorporate additional variables like school climate or

job satisfaction, and use mixed methods to explore why strong supervision does not always yield high teacher commitment.

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