



# INSTRUCTIONAL MANAGEMENT OF SCHOOL HEADS AND HOLISTIC DEVELOPMENT OF PUBLIC SECONDARY SCHOOL TEACHERS OF DAVAO DE ORO DIVISION

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## ABSTRACT

*This quantitative descriptive-correlational study determined the relationship between the instructional management of school heads and the holistic development of public secondary school teachers in Davao de Oro Division. Specifically, it examined the level of instructional management of school heads in terms of framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, and providing incentives for learning; the level of holistic development of public secondary school teachers in terms of personal development and professional development; the significant relationship between the two variables; and the domains of instructional management of school heads that significantly influenced the holistic development of teachers. Adapted survey questionnaires were used to gather the data, and the responses were analyzed using mean, standard deviation, Pearson product-moment correlation coefficient, and multiple regression analysis. Findings revealed that the level of instructional management of school heads was high. Among its indicators, monitoring student progress obtained the highest rating and was described as very high, while maintaining high visibility obtained the lowest rating and was described as moderate. The level of holistic development of public secondary school teachers was also high. The results further revealed a significant moderate positive relationship between instructional management of school heads and the holistic development of teachers. Regression analysis showed that the domains of instructional management of school heads significantly influenced the holistic development of teachers, with monitoring student progress having the strongest relative influence. The study concluded that school heads' instructional management practices play an important role in supporting the personal and professional development of teachers. It is recommended that school heads strengthen protecting instructional time and maintaining high visibility while sustaining effective practices in monitoring student progress, curriculum coordination, supervision, and professional development support.*

**KEYWORDS:** *Holistic Development; Instructional Management; Monitoring Student Progress; Public Secondary School Teachers; School Heads*

## INTRODUCTION

Holistic development of teachers refers to the growth of educators in their personal and professional dimensions, including their emotional well-being, social relationships, values formation, instructional competence, and capacity for continuous learning. In contemporary schools, teachers are expected not only to deliver instruction but also to adapt to diverse learners, manage classroom challenges, collaborate with colleagues, and sustain their own motivation and well-being. Instructional management of school heads is therefore important because school leaders provide direction, organize instructional programs, supervise teaching, coordinate curriculum implementation, monitor learner progress, and create conditions that support teacher growth.

In the international context, teacher development has become an urgent concern because many education systems continue to experience teacher shortages, heavy workloads, low professional status, and limited access to meaningful professional development. Wiley (2024) highlighted the severe problem of international teacher shortages, while Annan (2020) noted that teacher education in Ghana has been affected by mismatched training content, poor motivation, and limited continuing professional development. Similarly, UNESCO (2025) reported that teacher shortages, inadequate compensation, and poor working conditions in Latin America and the Caribbean weaken teachers' professional, emotional, and pedagogical capacities. These conditions show that holistic teacher development is not only a local concern but also a global challenge that requires effective leadership support.

In the national setting, the Philippines faces similar concerns in strengthening the holistic development of teachers. Teacher education and development in the country have been challenged by underperforming teacher education institutions, inadequate professional development systems, and unclear career progression pathways (Sinsay-Villanueva & Orbeta, 2023). In highly urbanized areas such as Metro Manila, teachers experience heavy workloads, large class sizes, and administrative demands that limit opportunities for personal and professional growth (Castillo & Tamayo, 2023). Likewise, Ocampo (2022) emphasized that although initiatives for teacher upskilling exist, affective and moral domains of teacher



development are often given limited attention. These conditions suggest a continuing gap between professional training and the broader holistic needs of teachers.

In the local context, public secondary school teachers in Davao de Oro also experience conditions that may affect their holistic development. Clarion and Palarisan (2023) reported the presence of moderate stress, mild anxiety, and mild depression among public school teachers in the province. Moreover, teacher shortages, classroom limitations, multiple teaching loads, and the need to use personal resources may affect teachers' motivation, well-being, and instructional effectiveness. These concerns make it necessary to examine how school heads manage instruction and how such management practices relate to the holistic development of teachers in the local school setting.

Although several studies have examined instructional leadership, instructional management, and teacher development, limited empirical evidence exists on how the instructional management practices of school heads relate to the holistic development of public secondary school teachers in the Davao de Oro Division. Previous studies have often focused on student achievement, teacher performance, or school leadership in general, but fewer studies have directly addressed the personal and professional development of teachers as outcomes of school heads' instructional management. This gap highlights the need for a focused investigation that connects leadership practices with teachers' holistic growth in the local context.

The urgency of this study lies in its potential contribution to the body of knowledge on educational management, instructional leadership, and teacher development. By determining the relationship between instructional management of school heads and holistic development of teachers, this study can provide evidence-based insights for school leaders, district supervisors, and policy implementers. The findings may help identify which instructional management domains need to be sustained or strengthened so that teachers can be supported not only as classroom instructors but also as well-rounded professionals capable of meeting the demands of twenty-first-century education.

The findings of this study were intended for dissemination to relevant stakeholders to ensure practical application. Results may be presented in division research conferences, school learning action cell sessions, in-service training programs, and professional development seminars involving teachers, school heads, and education supervisors. Copies of the study may also be shared with the Schools Division Office, district supervisors, and participating schools for planning and policy formulation. Furthermore, the study may be submitted for publication or presentation in research congresses to contribute to the broader body of knowledge on instructional management and teacher holistic development.

### **THE STUDY'S OBJECTIVES**

This study determined the relationship between the instructional management of school heads and the holistic development of public secondary school teachers in the Davao de Oro Division. Specifically, it sought to:

1. Determine the level of instructional management of school heads in terms of:
  - 1.1. Framing the School Goals;
  - 1.2. Communicating the School Goals;
  - 1.3. Supervising and Evaluating Instruction;
  - 1.4. Coordinating the Curriculum;
  - 1.5. Monitoring Student Progress;
  - 1.6. Protecting Instructional Time;
  - 1.7. Maintaining High Visibility;
  - 1.8. Providing Incentives for Teachers;
  - 1.9. Promoting Professional Development; and
  - 1.10. Providing Incentives for Learning?
2. Determine the level of holistic development of public secondary school teachers in terms of:
  - 2.1. Personal Development; and
  - 2.2. Professional Development?
3. Establish whether there is a significant relationship between the instructional management of school heads and the holistic development of public secondary school teachers.
4. Identify which of the domains of instructional management of school heads best predict the holistic development of public secondary school teachers.

### **METHODOLOGY**

This chapter provides an overview of the methodology for this study, encompassing the research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis utilized in this investigation.

#### **Method Used**

This study adopted a quantitative approach, specifically utilizing a descriptive correlational design to systematically investigate the relationship between the instructional management of school heads and the holistic development of public secondary school teachers. Quantitative research aims to measure and analyze factors that influence a defined group,



referred to as the sample population, through the collection of precise numerical data obtained from structured instruments such as surveys or questionnaires. This approach ensured objectivity and reliability, as data were gathered in measurable terms and processed through statistical tools to provide accurate interpretations. Statistical analysis was applied to summarize the findings, compare variations among subgroups, and identify patterns or significant relationships within the dataset (Sreekumar, 2023). Through this method, the study generated empirical evidence that can guide decision-making, inform educational policies, and contribute to the growing body of knowledge on instructional leadership and teacher development.

The descriptive correlational design was selected because it allowed the study to present a clear and detailed picture of the current state of instructional management practices while simultaneously exploring how these practices connect to the holistic development of public secondary school teachers. This design enabled the researcher to examine variables as they naturally occurred, without manipulating or altering the existing conditions, ensuring that findings reflected real-world educational settings. Descriptive research serves to portray the characteristics, trends, and patterns associated with both leadership practices and teacher growth, creating a factual baseline that future studies can build upon. At the same time, the correlational aspect focused on measuring multiple variables relevant to instructional management and holistic teacher development, using statistical measures to determine the strength and direction of their relationships (Stangor & Walinga, 2019).

The study on instructional management of school heads and holistic development of public secondary school teachers in the Davao de Oro Division used a quantitative descriptive correlational design because this approach allowed the researcher to obtain measurable data that described the current practices of school heads and the developmental status of teachers while examining the possible relationships between these variables. This method provided a factual representation of the prevailing conditions in the division's public secondary schools, enabling the analysis of trends, patterns, and associations without altering the natural educational environment. Through the collection and statistical analysis of numerical data, the study generated evidence that reflected the real context of the division, offering insights that can guide school leadership practices, inform professional development programs, and support policy decisions aimed at enhancing teacher growth and instructional quality.

### Sources of Data

This study targeted one hundred forty-eight (148) public secondary school teachers from the New Bataan District, Davao de Oro Division. Using Yamane's Formula (1967) with a margin of error set at 0.05, the initial population of 235 teachers handling Grades 7 to 10, each with at least five years of teaching experience, was reduced to 148 respondents. The sample size was computed using the formula  $n = N / [1 + N(e)^2]$ , where  $n$  refers to the sample size,  $N$  refers to the population size, and  $e$  refers to the margin of error. Substituting the values,  $n = 235 / [1 + 235(0.05)^2]$  resulted in  $n = 148.03$ , which was rounded to 148 respondents. This sampling procedure was aligned with Memon et al. (2020), who stated that while a minimum sample size of 50 is acceptable for Pearson analysis, a sample size of 100 is generally preferred in research settings. Therefore, selecting 148 teachers was considered more than sufficient to meet the objectives of the study.

The researcher established clear selection criteria for identifying the respondents, which included both inclusion and exclusion standards to ensure the appropriateness and relevance of the sample to the study's objectives. The inclusion criteria covered the following: (a) public secondary school teachers assigned to teach Grades 7 to 10 within the Davao de Oro Division; and (b) have a minimum of five years of continuous teaching experience. This condition was set to ensure that the respondents possessed sufficient professional exposure and understanding of instructional management practices and their influence on personal and professional growth. The exclusion criteria were applied to teachers with less than five years of teaching experience, those assigned to grade levels outside Grades 7 to 10, and those on extended leave during the data collection period, as their responses may not reflect the necessary level of experience or active engagement in the school environment. Respondents were also informed that their participation was voluntary and that they might withdraw from the study at any time without any form of penalty or negative consequence. This approach helped maintain the validity of the findings while protecting the rights and well-being of all respondents.

The researcher used a probability sampling method known as cluster random sampling to select the respondents. This approach involved dividing the larger population into smaller groups, or clusters, and then randomly selecting certain clusters to form the sample. Cluster random sampling is beneficial for managing large populations and achieving the required sample size, as it simplifies the process and reduces the number of respondents needed when the entire population is too extensive to study in full (Simkus, 2023). In this study, the researcher ensured that the selected schools were adequately represented within the sample.

### Data Gathering Instrument

This study used an adapted survey questionnaire to gather data, specifically crafted for its research objectives. The questionnaire was structured into two distinct sections to effectively address the research aims. The first section evaluated



the instructional management of school heads, while the second section focused on the holistic development of public secondary school teachers.

The instructional management survey questionnaire was adapted from Grande et al. (2025). The instrument consisted of 48 items. It was composed of ten (10) indicators, namely: framing the school goals (1-5), communicating the school goals (1-5), supervising and evaluating (1-5), coordinating the curriculum (1-5), monitoring students’ progress (1-5), protecting instructional time (1-5), maintaining high visibility (1-5), providing incentives for teachers (1-4), promoting professional development (1-5), and providing incentives for learning (1-4). The questionnaire was subjected to pilot testing. Below was the rating scale of the instructional management of school heads.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High	The instructional management of school heads is always evident.
3.40-4.19	High	The instructional management of school heads is oftentimes evident.
2.60-3.39	Moderate	The instructional management of school heads is occasionally evident.
1.80-2.59	Low	The instructional management of school heads is seldom evident.
1.00-1.79	Very Low	The instructional management of school heads is never evident.

The holistic development questionnaire was adapted from Francisco (2022). The instrument consisted of 20 items. It had the following indicators, namely: personal development (1–10) and professional development (1–10). This was subjected to pilot testing. Below was the rating scale of holistic development of public secondary school teachers.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High	The holistic development of public secondary school teachers is always evident.
3.40-4.19	High	The holistic development of public secondary school teachers is oftentimes evident.
2.60-3.39	Moderate	The holistic development of public secondary school teachers is occasionally evident.
1.80-2.59	Low	The holistic development of public secondary school teachers is seldom evident.
1.00-1.79	Very Low	The holistic development of public secondary school teachers is never evident.

The research instrument for this study was revised to ensure alignment with the research objectives and goals. It underwent evaluation for content validity by three expert validators. After this evaluation, the survey questionnaire was pilot-tested with thirty (30) public secondary school teachers who were not part of the designated respondent group, with the aim of assessing its reliability. The researcher consistently incorporated feedback, suggestions, and comments from the adviser, panel members, and expert validators in an iterative manner. This process was essential for refining the instrument and ensuring that it accurately measured the intended constructs.

To establish the internal consistency of the instrument, the responses from the pilot testing were subjected to reliability analysis using Cronbach’s alpha. The reliability test yielded a Cronbach’s alpha coefficient of 0.964 for instructional management, 0.931 for holistic development, and 0.956 for the overall instrument. These values indicate excellent reliability, showing that the items in the questionnaire were internally consistent and appropriate for use in the study. The detailed reliability result is presented in Appendix F.

**Sampling Technique**

The study employed a probability sampling technique, specifically cluster random sampling, to select the respondents. Cluster random sampling is a method in which the population is divided into naturally occurring groups or clusters, and selected clusters are included in the study through a random selection process (Simkus, 2023). This technique is appropriate when the population is geographically dispersed and organized into identifiable groups, such as schools within a district.

The population of the study consisted of 235 public secondary school teachers handling Grades 7 to 10 in the New Bataan District, Davao de Oro Division. Using Yamane’s Formula (1967) with a margin of error of 0.05, a sample size of 148 respondents was determined. The selected schools served as clusters from which qualified teachers were included in the study. Through cluster random sampling, the researcher ensured that different schools within the district were adequately represented, thereby enhancing the representativeness of the sample.



This approach was deemed suitable for the study because it allowed the researcher to efficiently collect data from a large population while maintaining objectivity in the selection process. It also minimized sampling bias by providing qualified teachers within the selected clusters an equal opportunity to participate in the study. Furthermore, the technique enabled the researcher to obtain data that accurately reflected the instructional management experiences and holistic development of public secondary school teachers within the district.

Clearly defined inclusion and exclusion criteria further supported the sampling procedure. Respondents were required to be public secondary school teachers assigned to Grades 7 to 10 within the Davao de Oro Division and possess at least five years of continuous teaching experience. Teachers with less than five years of teaching experience, those assigned to grade levels outside Grades 7 to 10, and those on extended leave during the data collection period were excluded from the study. Participation was voluntary, and respondents were free to withdraw from the study at any time without penalty.

To highlight, the use of cluster random sampling ensured that the study obtained reliable, representative, and contextually relevant information from qualified respondents. This strengthened the validity of the findings in examining the relationship between the instructional management of school heads and the holistic development of public secondary school teachers in the Davao de Oro Division.

### Procedure of the Study

The researcher followed a systematic procedure in gathering the data, ensuring that the rights, safety, and well-being of the respondents were safeguarded at all times. First, the researcher secured approval from the adviser, panel members, and the Ethics Review Committee. After the approval was granted, the researcher prepared a formal request letter addressed to the Schools Division Superintendent of Davao de Oro to seek permission to conduct the study among public secondary school teachers in the New Bataan District. The permission and coordination process was conducted from March 2 to 6, 2026. Upon approval from the Schools Division Superintendent, the researcher coordinated with the concerned school heads for the schedule and arrangement of the data gathering.

Before the administration of the questionnaire, the researcher oriented the respondents regarding the purpose of the study, the procedures involved, the voluntary nature of their participation, and the confidentiality of their responses. The informed consent form was presented and explained to the respondents. Only those who voluntarily agreed to participate and met the inclusion criteria were given the survey questionnaire. The distribution of questionnaires was conducted on March 9, 2026, during regular school days and at a time that did not disrupt the respondents' teaching responsibilities.

The respondents were given sufficient time to answer the questionnaire in a conducive and non-threatening environment. The researcher ensured that the respondents were not pressured to answer and that they could ask for clarification when needed. The retrieval of completed questionnaires was conducted on March 13, 2026. After retrieval, the researcher checked the questionnaires for completeness, organized the responses, and prepared the data for tabulation.

All data gathered were carefully tallied, tabulated, analyzed, and interpreted with utmost confidentiality and in accordance with the approved research procedures. This process was carried out with the assistance of a designated statistician, whose expertise ensured the accuracy, reliability, and validity of the statistical analysis and interpretation of the findings.

### Statistical Treatment

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These tools were used to answer the statement of the problem and the hypotheses of the study.

*Mean.* It is the average of a set of numbers. This was used to measure the level of instructional management of school heads and holistic development of public secondary school teachers. It answered the statement of problem 1 and 2.

*Standard Deviation.* This was used to determine the extent of variation or dispersion of the respondents' ratings from the mean. It helped explain whether the responses were closely clustered or widely spread. A smaller standard deviation indicated that the responses were more consistent, while a larger standard deviation indicated greater variability among the responses. This supported the interpretation of the mean scores in the level of instructional management of school heads and holistic development of public secondary school teachers.

*Pearson Product-Moment Correlation Coefficient.* This was utilized to determine the relationship between instructional management of school heads and holistic development of public secondary school teachers. It answered the statement of the problem 3 and the first hypothesis.

*Multiple Regression Analysis.* This determined which domains of instructional management of school heads significantly influenced the holistic development of public secondary school teachers. It answered the statement of problem 4 and the second hypothesis.

### Ethical Consideration

This study placed strong emphasis on ethical considerations to ensure that the research was conducted responsibly, with a firm commitment to safeguarding the confidentiality and anonymity of all respondents. Ethical standards and research



parameters were clearly defined in alignment with the requirements of the chosen quantitative methodology, ensuring that every stage of the research process reflected integrity and respect for participants' rights. Full adherence to the Rizal Memorial Colleges Ethics Review Committee guidelines was observed, particularly in relation to the fair treatment of the research population and the secure handling of all collected data.

*Social Value.* The study on instructional management of school heads and holistic development of public secondary school teachers in New Bataan District held significant social value as it generated knowledge that can strengthen the quality of education and foster a more supportive and effective teaching environment. The findings provided evidence that school leaders, teachers, policymakers, and community stakeholders can use to develop initiatives that enhance both instructional leadership practices and teacher growth. Through improved management approaches and a focus on teachers' personal and professional development, schools would be better positioned to create learning environments that promote student success, community engagement, and a culture of collaboration. This contribution would extend beyond the school setting, as empowered teachers and effective school heads would influence the broader community through improved educational outcomes, stronger values formation, and the development of responsible and productive citizens.

*Informed Consent Form.* The researcher addressed the informed consent form of the study on instructional management of school heads and holistic development of public secondary school teachers through clear communication of the study's purpose, procedures, potential risks, and expected benefits. The form was written in simple and understandable language to ensure that all participants fully comprehended the information before deciding to take part. It emphasized that participation was voluntary, with the option to withdraw at any stage without any negative consequences. The form also stated how the confidentiality and anonymity of participants were maintained, including the secure storage and use of data only for research purposes. Each participant was given time to read, ask questions, and seek clarification before signing the form, ensuring that consent was given freely and with full understanding.

*Vulnerability of the Research Respondents.* The researcher addressed the vulnerability of the research respondents in the study through measures that ensured their protection, comfort, and dignity throughout the research process. Care was taken to avoid any actions or questions that may cause discomfort, embarrassment, or emotional distress. The respondents were assured that their responses remained confidential and that their identities were not disclosed in any part of the study. They were also informed that their involvement was voluntary and that they may withdraw from the study at any time without any form of penalty. In addition, the researcher created a respectful and non-threatening environment where the respondents could express their views honestly and without fear of judgment or negative consequences.

*Risks, Benefits, and Safety.* The researcher addressed the risks, benefits, and safety of the study through careful planning and adherence to ethical standards. The study was designed to minimize any potential risks to the respondents, such as discomfort or stress, through the use of respectful questions and non-intrusive procedures. The possible benefits, including contributing to improved instructional leadership practices and teacher development, were clearly explained to the respondents. Safety measures included the secure handling of data, protection of confidentiality, and the assurance that no sensitive information was shared outside the research. The researcher also ensured that the research environment remained respectful and non-threatening, allowing respondents to share their responses freely and without fear of negative consequences.

*Privacy and Confidentiality of Information.* In adherence to the Data Privacy Act of 2012, which safeguards individuals' fundamental right to privacy, respondents were assured of full confidentiality, which would not be breached without their explicit consent. The researcher addressed the privacy and confidentiality of information in the study through strict measures that protected the identity and data of the respondents. Personal identifiers did not appear in any part of the research, and all responses were coded to ensure anonymity. Data were stored securely, accessible only to the researcher, and used solely for the purposes of the study. The respondents were informed that their information would not be disclosed to any unauthorized person or organization. These measures ensured that the trust of the respondents was maintained and that their contributions to the research remained secure and protected.

*Justice.* The researcher addressed justice in the study through fair and equal treatment of all respondents. Selection of respondents followed clear and appropriate criteria to ensure that every qualified individual had an equal chance to be included. No respondent was favored or disadvantaged based on personal characteristics, position, or affiliation. All respondents received the same information about the study, the same level of respect, and the same opportunities to share their perspectives. This approach ensured that the research process remained fair, unbiased, and respectful of the rights and dignity of every respondent.

*Transparency.* To ensure transparency, the researcher maintained open communication with all stakeholders, including respondents, school administrators, and relevant authorities. The purpose, scope, and procedures of the study were explained in detail before the data-gathering process began, ensuring that respondents fully understood what the research involved. Any questions or concerns raised were answered honestly, and all relevant information was shared in a way that was easy to understand. The respondents were also informed about how their responses were used and how the findings were reported. This approach built trust and encouraged honest participation, ensuring that the research process remained open and accountable.



*Recruitment.* The researcher addressed recruitment in the study through a fair and well-structured process that followed the approved sampling method. The selection of respondents was based on established inclusion criteria to ensure that those invited were qualified and relevant to the scope of the study. Invitations to take part in the research were given in a respectful manner, providing clear information about the purpose, procedures, and expectations. The respondents were given enough time to consider their involvement and to ask questions before making a decision. This approach promoted fairness, respect, and informed choice in the recruitment process.

*Conflict of Interest (COI).* The researcher addressed conflict of interest in the study through full disclosure of any personal, professional, or institutional connections that may influence the conduct or interpretation of the research. Any potential situations that could affect impartiality were identified and managed in accordance with ethical guidelines to maintain fairness and objectivity. The researcher ensured that decisions, data collection, and analysis remained free from bias or undue influence from external parties. The respondents were also assured that their involvement and responses were not used for purposes outside the scope of the study. This approach safeguarded the integrity of the research and preserved the trust of all involved.

*Adequacy of Facilities.* The researcher addressed the adequacy of the facilities in the study through careful preparation to ensure that the venues and resources used for data gathering were suitable, safe, and conducive to a focused environment. The locations where the research activities took place were accessible and free from distractions to support the comfort of the respondents. Necessary materials such as questionnaires, writing tools, and seating arrangements were provided in sufficient quantity and quality. If technology or equipment was required, the researcher ensured that these were functional and properly set up before the start of data collection.

*Permission from Organization/Location.* The researcher adhered to established protocols throughout the study. Following approval from the panelists, adviser, and the Ethics Review Committee, the researcher formally requested permission from the Schools Division Superintendent through an official letter to initiate the research. Additionally, formal notifications were sent to the heads of the schools involved in the study, accompanied by the endorsement from the Schools Division Superintendent. Afterward, public secondary school teachers participating in the research underwent an orientation prior to completing the survey questionnaire.

*Authorship.* The researcher conducting this study is presently working toward a Master of Arts in Educational Management at Rizal Memorial Colleges, Inc. During the thesis development phase, multiple revisions were made in response to feedback from the adviser and expert panelists. The adviser, who acted as co-author, was instrumental in enhancing the research's quality. Furthermore, the researcher adhered to the ethical standards established by the Ethics Review Committee.

As part of the researcher's qualification, the researcher has undergone academic preparation in educational management and participated in research-related activities and seminars required in the graduate program, including research ethics orientation, thesis writing consultations, validation procedures, and statistical tool consultation. These experiences helped ensure that the researcher was familiar with ethical requirements, proper data-gathering procedures, and responsible handling of respondents and research data.

## Results

The findings revealed that the instructional management of school heads was generally perceived to be **High** ( $M = 3.94$ ,  $SD = 0.60$ ), indicating that instructional leadership practices were oftentimes evident in public secondary schools. Among the ten instructional management domains, **Monitoring Student Progress** obtained the highest rating ( $M = 4.23$ ,  $SD = 0.47$ ), suggesting that school heads consistently utilized assessment results, monitored learners' academic performance, and provided feedback to teachers to improve instruction. Other highly rated domains included **Coordinating the Curriculum** ( $M = 4.17$ ,  $SD = 0.54$ ), **Providing Incentives for Learning** ( $M = 4.17$ ,  $SD = 0.54$ ), **Framing the School Goals** ( $M = 4.16$ ,  $SD = 0.56$ ), and **Promoting Professional Development** ( $M = 4.16$ ,  $SD = 0.56$ ). In contrast, **Protecting Instructional Time** ( $M = 3.35$ ,  $SD = 0.74$ ) and **Maintaining High Visibility** ( $M = 3.33$ ,  $SD = 0.77$ ) received only Moderate ratings, indicating areas that require further improvement. These findings suggest that school heads effectively perform their instructional leadership functions, particularly in supporting teaching and learning processes, curriculum implementation, and teacher development.

The level of holistic development of public secondary school teachers was likewise found to be **High** ( $M = 3.90$ ,  $SD = 0.58$ ). Specifically, **Personal Development** obtained a higher mean score ( $M = 4.18$ ,  $SD = 0.54$ ) than **Professional Development** ( $M = 3.62$ ,  $SD = 0.65$ ). The results indicate that teachers possess strong personal qualities such as collaboration, empathy, social engagement, critical thinking, and goal orientation, while also actively participating in professional learning and instructional improvement initiatives. The overall findings imply that teachers demonstrate balanced growth in both personal and professional dimensions, contributing positively to their effectiveness and well-being in the teaching profession.

Correlation analysis revealed a **significant positive relationship** between instructional management of school heads and the holistic development of teachers ( $r = .586$ ,  $p < .001$ ). The moderate positive correlation indicates that higher levels of instructional management are associated with greater levels of teacher holistic development. This finding suggests that



effective instructional leadership practices, including goal setting, curriculum coordination, instructional supervision, monitoring of student performance, and professional support, contribute substantially to the personal and professional growth of teachers. As school heads strengthen their instructional management practices, teachers are more likely to experience enhanced development and effectiveness in their roles.

Furthermore, multiple regression analysis showed that instructional management significantly influences the holistic development of teachers ( $R = .586$ ,  $R^2 = .343$ ,  $F = 7.16$ ,  $p < .001$ ). The model explained 34.3% of the variance in teachers' holistic development, indicating that instructional management practices serve as important determinants of teacher growth. Among the ten domains, **Monitoring Student Progress** emerged as the strongest predictor ( $\beta = .598$ ), followed closely by **Coordinating the Curriculum** ( $\beta = .595$ ), **Providing Incentives for Learning** ( $\beta = .593$ ), and **Framing the School Goals** ( $\beta = .590$ ). These findings underscore the importance of instructional leadership in fostering teacher development and highlight the role of school heads in creating supportive, goal-oriented, and learner-centered school environments. Overall, the study confirms that effective instructional management significantly contributes to the holistic development of public secondary school teachers and supports the achievement of educational goals.

### Findings

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

1. The level of instructional management of school heads was high, with an overall mean of 3.94 and a standard deviation of 0.60. This means that instructional management practices were oftentimes evident. Among the indicators, monitoring student progress obtained the highest rating and was described as very high. Meanwhile, protecting instructional time and maintaining high visibility were rated moderate, which means that these practices were only occasionally evident and needed further strengthening.
2. The level of holistic development of public secondary school teachers was high, with an overall mean of 3.90 and a standard deviation of 0.58. This means that the holistic development of teachers was oftentimes evident. Both indicators, namely personal development and professional development, were rated high, indicating that teachers demonstrated growth in both personal and professional dimensions.
3. There was a significant relationship between instructional management of school heads and holistic development of teachers. The computed  $r$ -value was .586 with a  $p$ -value of .000, which was less than the 0.05 level of significance. Thus, the null hypothesis stating that there is no significant relationship between instructional management of school heads and holistic development of teachers was rejected.
4. The domains of instructional management of school heads significantly influenced the holistic development of teachers. The regression result showed an  $r$ -squared value of .343, indicating that 34.3% of the variation in the holistic development of teachers was explained by the domains of instructional management. Among the domains, monitoring student progress obtained the highest standardized coefficient, which means that it had the strongest relative influence on the holistic development of teachers. Thus, the null hypothesis stating that none of the domains of instructional management significantly influences the holistic development of teachers was rejected.

### Conclusions

Based on the findings of the study, the following conclusions were offered:

1. School heads demonstrate a high level of instructional management, indicating that they often perform essential leadership practices such as framing and communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, providing incentives, and promoting professional development. However, protecting instructional time and maintaining high visibility require further improvement because these were only occasionally evident.
2. Public secondary school teachers demonstrate a high level of holistic development. This indicates that teachers are generally developing in both personal and professional aspects, enabling them to contribute positively to instruction, collaboration, and school improvement.
3. Instructional management of school heads is significantly related to the holistic development of teachers. This means that stronger instructional management practices are associated with higher levels of teachers' personal and professional development.
4. The domains of instructional management of school heads significantly influence the holistic development of teachers. Monitoring student progress has the strongest relative influence, which suggests that consistent use of student performance data, feedback, and progress monitoring can meaningfully support teacher growth and development.

### Recommendations

Based on the findings and conclusions of the study, the following recommendations were offered:

1. Department of Education officials may strengthen leadership development programs for school heads by focusing on instructional management practices that directly support teacher growth. Training programs may give special emphasis to protecting instructional time and maintaining high visibility, since these were rated moderate. Division and district offices may also provide monitoring tools, coaching mechanisms, and technical assistance to help school heads sustain effective instructional leadership practices.
2. School heads may enhance their instructional management practices by ensuring that instructional time is protected from unnecessary interruptions. They may establish clear school policies on announcements, student pull-outs, tardiness,



truancy, and non-instructional activities during class hours. They may also regularly monitor classrooms to ensure that learning time is maximized and used for meaningful instruction.

3. School heads may improve their visibility by maintaining a more consistent presence in classrooms, hallways, school activities, and informal school interactions. They may conduct regular classroom visits, engage teachers and learners during breaks, participate in co-curricular and extracurricular activities, and provide direct support when needed. These practices may help strengthen communication, approachability, and instructional support within the school community.

4. Teachers may continue to participate actively in professional development activities, collaborative planning, peer mentoring, and school-based learning opportunities. They may also use feedback from supervision, student progress monitoring, and curriculum discussions to improve their teaching practices and strengthen their personal and professional development.

5. Future researchers may conduct similar studies using other research designs, wider respondent groups, or additional variables that may affect the holistic development of teachers. Qualitative or mixed-method studies may also be conducted to explore the lived experiences of teachers and school heads regarding instructional management, protecting instructional time, maintaining high visibility, and teacher development.

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