

# School Heads' Managerial Competencies Fostering Teachers' Competence and Well-Being: The Mediating Role of Teachers' Efficacy

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## Abstract

*This study examined how school heads' managerial competencies influence teachers' competence and well-being, with teachers' efficacy as a mediating factor. The research focused on teachers' perceptions of school leaders' skills and their impact on instructional quality and job satisfaction. A descriptive research design was employed, involving 200 Del Remedio District, Division of San Pablo City teachers. Data were gathered through surveys via Google Forms and analyzed using frequency, mean, standard deviation, Pearson correlation, and mediation analysis. Results showed that teachers rated school heads' managerial competencies, such as conceptual, technical, and interpersonal skills, along with organizational support and professional development, very high. Teachers' efficacy and ability to adjust classroom processes and support student learning were also rated very high. Significant positive correlations were found between managerial competencies and teachers' professional competence, including content mastery, pedagogical skills, classroom management, and responsiveness to learner diversity. A strong relationship was also observed with teacher well-being, job satisfaction, and commitment. Mediation analysis confirmed that teachers' efficacy positively influences their competence across multiple teaching domains. These findings highlight the critical role of effective school leadership in enhancing teacher performance and well-being through improved efficacy.*

*Keywords: school heads' managerial competencies, teachers' competence, teachers' well-being, teachers' efficacy*

## 1. Introduction

The effectiveness of an educational institution is profoundly shaped by the managerial competence of its leaders and the overall teachers' efficacy. This study, titled "School Heads' Managerial Competencies Fostering Teachers' Competence and Well-being: The Mediating Role of Teacher's Efficacy," examines how the skills of school heads impact teacher competency, emphasizing the importance of teachers' efficacy as a mediating factor. Rooted in the competencies of conceptual, technical, and interpersonal skills, school leadership is critical to creating an environment that fosters both academic and personal growth among teachers and students.

Katz's (1955) managerial competencies model of technical, human, and conceptual skills frames the approach to leadership in this study. Competent school heads are expected to significantly enhance teacher competence and well-being, with teachers' efficacy enhancing these outcomes further. Understanding the interplay between managerial competencies and teachers' efficacy could guide educational administrators in fostering a supportive school that ultimately benefits teachers and students.

The enactment of Republic Act 9155 (2001), which introduces school-based management, empowers Filipino school heads to uphold educational standards and foster teacher motivation and alignment with educational policies (Nwogu & Ebunu, 2019). This shift highlights the connection between effective management and positive educational outcomes, as poor management can negatively impact a school's performance.

Globally, research has shown that school, coupled with the administrative competencies of school heads, significantly influences student achievement (Lamas, 2015). Despite reforms in the Philippines, educational quality remains a concern, necessitating collective strategies from stakeholders to address these challenges (Hidayat & Asroi, 2013). By examining this relationship, the study aims to contribute insights relevant to improving educational quality.

Effective school leadership is essential for achieving educational objectives, as principals who demonstrate managerial competence can successfully align individual and organizational goals, thus supporting teachers and staff (Azainil et al., 2020). The leadership style and supportive nature of school heads directly impact teacher productivity and the educational experience of students, emphasizing the importance of strong administrative competencies.

This study examined the impact of effective managerial competencies, reinforced by teacher efficacy, on enhancing teacher competence and well-being. It provided valuable insights that may guide the development of leadership training programs and the creation of supportive school environments. Centered on the schools in the Del Remedio District, the research underscored the crucial role of school heads in fostering teacher efficacy, ultimately benefiting both educators and students.

### 1.1 Statement of the Problem

This study attempts to determine the relationship between the managerial competencies of school heads fostering teachers' competence and well-being, and the mediating role of teachers' efficacy among teachers in public schools, particularly in the Del Remedio District.

Specifically, it answers the following questions:

1. What is the level of managerial competencies in terms of:
  - 1.1. Conceptual Competence;
  - 1.2. Technical Competence;
  - 1.3. Interpersonal Competence;
  - 1.4. Organizational Support; and

- 1.5. Professional Development?
2. What is the level of teachers' competence in terms of:
  - 2.1. Mastery of Content Knowledge;
  - 2.2. Pedagogical Skills;
  - 2.3. Classroom Management; and
  - 2.4. Ability to Adapt to Diverse Learning Needs?
3. What is the level of teachers' well-being in terms of:
  - 3.1. Job Satisfaction; and
  - 3.2. Work Commitment?
4. What is the level of teachers' efficacy in terms of:
  - 4.1. Quality of Classroom Process
  - 4.2. Student Academic Adjustment
5. Is there a significant relationship between school head managerial competencies and teachers' competence?
6. Is there a significant relationship between school head managerial competencies and well-being?
7. Is there a significant relationship between school head managerial competencies and teachers' efficacy?
8. Is there a significant relationship between teachers' efficacy and teachers' competence?
9. Is there a significant relationship between teachers' efficacy and teachers' well-being?
10. Does teachers' efficacy significantly mediate the relationship between school head managerial competencies and teachers' competence?
11. Does teachers' efficacy significantly mediate the relationship between school head managerial competencies and teachers' well-being?

## 1. Methodology

This chapter presented a thorough overview of the research design and methodology adopted in the study. It described the process of selecting the respondents, their characteristics, the creation and application of the research instruments, the systematic procedures for implementing the research, and the statistical techniques used to analyze and interpret the data accurately. The researcher employed a descriptive-correlational research design with mediation analysis for the study. This approach aimed to describe the data and characteristics related to the population or phenomenon under investigation. Descriptive research addressed questions regarding who, what, where, and how. It relied on factual, accurate, and systematic data. A key feature of correlational studies was the attempt to estimate relationships between variables, distinguishing them from purely descriptive research. The study was conducted on two hundred (200) public elementary teachers from Del Remedio District, Division of San Pablo City, in the SY 2024-2025. The district consisted of nine schools, the biggest of which was Del Remedio Elementary School with 60 teaching staff. The smallest number of teachers in the district belonged mostly to small schools with 8 to 12 teachers. Table 1 presents the nine schools in the district. They are as follows: Del Remedio ES, Sta. Filomena Integrated School, San Marcos ES, Prudencia Fule Memorial School, San Crispin ES, San Juan ES, Sta. Maria Magdalena ES, San Mateo ES and Margarita Lopez Memorial School. The researcher selected the teacher-respondents. Katz (2009) states that an administrator is generally seen as someone who guides others in their tasks and (b) takes on the responsibility of reaching certain goals through the collective efforts of the team. Given this role, effective administration seems to hinge on three core skills: technical, human, and conceptual. While it would be unrealistic to claim these skills operate in complete isolation, examining and developing each one individually could still hold considerable value. Sidek and Mohamad (2014) categorize managerial competency into three interrelated components: conceptual competence, interpersonal competence, and

technical competence. Building a framework that covers the procedures and tactics for enhancing teacher competencies requires the application of a teacher development model. By utilizing well-established models like Kamil (2014) teacher competency model and Koster and Dengerink's (2008) Teacher Competency Development Model, along with theoretical underpinnings like Bandura's (1986) social cognitive theory, researchers can investigate how teachers grow professionally and how their competencies affect student outcomes and classroom performance. The heuristic model offers a flexible, conceptual framework that directs research and analysis, making it an invaluable tool for examining intricate interactions between variables. Here, one can systematically investigate the relationships between teacher self-efficacy (TSE) and important outcomes like classroom procedures, students' academic adjustment, and instructors' well-being by employing a heuristic approach. The heuristic model clarifies these relationships by examining actual research on how TSE affects emotional support, classroom organization, and instructional support. Furthermore, it offers a methodical way to investigate the mediating function of classroom procedures, demonstrating how TSE tangentially influences teacher well-being, academic achievement, and student motivation through the caliber of classroom interactions (Zee & Koomen, 2016).

## 2. Results and Discussion

Table 1

*Summary Table on School Heads' Managerial Competencies*

| As to:                   | Mean | SD   | Verbal Interpretation |
|--------------------------|------|------|-----------------------|
| Conceptual Competence    | 4.71 | 0.45 | Very High Level       |
| Technical Competence     | 4.72 | 0.45 | Very High Level       |
| Interpersonal Competence | 4.68 | 0.48 | Very High Level       |
| Organizational Support   | 4.68 | 0.48 | Very High Level       |
| Professional Development | 4.72 | 0.48 | Very High Level       |
| Overall                  | 4.70 | 0.47 | Very High Level       |

*Legend: 1.0-1.49 (Very Low Level); 1.50-2.49 (Low Level); 2.50-3.49 (Moderate Level); 3.50-4.49 (High Level); 4.50-5.0 (Very High Level).*

Table 1 presents a summary of school heads' managerial competencies, all of which were rated at a "Very High Level", with an overall mean of 4.70 (SD = 0.47). The highest-rated domains were Technical Competence and Professional Development, both receiving the highest mean score of 4.72. This suggests that school heads are highly proficient in handling operational tasks such as financial management, resource allocation, and instructional leadership, while also actively promoting teacher growth. These areas are strongly supported by DepEd programs such as the School-Based Management (SBM) Grant Implementation, Gulayan sa Paaralan, and Brigada Eskwela, which require school heads to manage budgets, facilities, and school resources efficiently. For professional development, initiatives like the NEAP-recognized training programs, the Philippine Professional Standards for School Heads (PPSSH), and scholarship grants provide continuous learning opportunities that empower school leaders to upskill and lead their teams effectively.

Conversely, the lowest-rated domains, though still within the "Very High Level" range, were Organizational Support and Interpersonal Competence, each with a mean of 4.68. While still commendably high, these slightly lower scores may indicate areas where school heads can further

strengthen their support systems and relationship-building skills. DepEd programs aligned with these domains include the Child Protection Policy, School-Based Feeding Program, and Disaster Risk Reduction Management (DRRM) for organizational support, which task school heads with ensuring staff well-being and school safety. For interpersonal competence, activities such as Parent-Teacher Association (PTA) engagements, School Governing Council (SGC) collaborations, and facilitation of Learning Action Cell (LAC) sessions foster inclusive dialogue, stakeholder participation, and team cohesion. Enhancing efforts in these areas can further solidify the school head's capacity to lead with empathy, transparency, and shared governance.

Table 2  
*Summary Table on Teachers' Competence*

| As to:                                                 | Mean | SD   | Verbal Interpretation |
|--------------------------------------------------------|------|------|-----------------------|
| Mastery of Content Knowledge                           | 4.72 | 0.41 | Expert                |
| Pedagogical Skills                                     | 4.75 | 0.40 | Expert                |
| Classroom Management                                   | 4.74 | 0.40 | Expert                |
| Ability of Teachers to Adapt to Diverse Learning Needs | 4.68 | 0.45 | Expert                |
| Overall                                                | 4.72 | 0.42 | Expert                |

*Legend: 1.0-1.49 (Beginning); 1.50-2.49 (Developing); 2.50-3.49 (Proficient); 3.50-4.49 (Advanced); 4.50-5.0 (Expert).*

Based on Table 2, the highest-rated area of teachers' competence is Pedagogical Skills, with a mean score of 4.75 (SD = 0.40), verbally interpreted as "Expert." This highlights teachers' strong ability to deliver instruction using effective and engaging teaching strategies. It reflects their proficiency in lesson planning, instructional delivery, and assessment practices that enhance student learning. To support this, the Department of Education (DepEd) implements targeted programs such as the National Educators Academy of the Philippines (NEAP), In-Service Training (INSET), and Project ELLN (Early Language, Literacy, and Numeracy), which equip teachers with updated pedagogical techniques and instructional innovations. Moreover, Learning Action Cell (LAC) sessions encourage peer mentoring and the sharing of best practices, reinforcing pedagogical skills through collaborative learning and professional reflection.

On the other hand, the lowest-rated area, though still rated at the "Expert" level, is teachers' Ability to Adapt to Diverse Learning Needs, with a mean score of 4.68 (SD = 0.45). While this still reflects a high level of competence, it suggests a relative need for further support in personalizing learning for students with varied backgrounds, abilities, and learning styles. DepEd addresses this through initiatives like the Inclusive Education Program, which trains teachers to effectively accommodate learners with disabilities, indigenous learners, and those from marginalized sectors.

Additionally, the Most Essential Learning Competencies (MELCs) and DepEd Commons provide flexible content that teachers can tailor to diverse contexts. Continued emphasis on differentiated instruction training and use of adaptive technologies helps teachers refine strategies to make learning equitable and inclusive for all students.

In summary, the findings indicate that while teachers excel in pedagogical delivery, ongoing support through DepEd's inclusive and flexible teaching programs ensures they can continually grow in responding to the diverse needs of their learners.

Table 3  
Summary Table on Level of Teachers' Well-Being

| As to:           | Mean | SD   | Verbal Interpretation |
|------------------|------|------|-----------------------|
| Job Satisfaction | 4.58 | 0.50 | Very Much Evident     |
| Work Commitment  | 4.72 | 0.42 | Very Much Evident     |
| Overall          | 4.65 | 0.46 | Very Much Evident     |

Legend: 1.0-1.49 (Not All); 1.50-2.49 (Slightly Evident); 2.50-3.49 (Moderately Evident); 3.50-4.49 (Much Evident); 4.50-5.0 (Very Much Evident).

Table 3 summarizes the perceived well-being of teachers, focusing on two main aspects: Job Satisfaction and Work Commitment. It outlines the average scores, standard deviations, and verbal interpretations based on a specific rating scale.

Teachers reported a mean score of 4.58 for Job Satisfaction, with a standard deviation of 0.50, which falls within the "Very Much Evident" (VME) category (4.50–5.00). This indicates that teachers generally feel highly satisfied with their roles, responsibilities, and work environment.

In terms of Work Commitment, the average score is slightly higher at 4.72, with a lower standard deviation of 0.42. This also belongs to the "Very Much Evident" range, suggesting not only a strong level of dedication among teachers but also consistency in how this commitment is experienced across the group.

The overall average score for teacher well-being is 4.65, with a standard deviation of 0.46, further supporting the conclusion that teachers perceive their overall well-being to be very high. This reflects a widespread sense of professional satisfaction and commitment.

Additionally, the relatively small standard deviations across both indicators suggest a strong agreement among the respondents, highlighting a shared, positive outlook on their professional experiences of teachers from the District of Del Remedio, San Pablo City.

Table 4  
Correlation of Teachers' Competence with Teachers' Efficacy

| Teachers' Efficacy           | Teachers' Competence |         |                    |     |                      |     | Ability to Diverse Needs | Adapt to Learning |
|------------------------------|----------------------|---------|--------------------|-----|----------------------|-----|--------------------------|-------------------|
|                              | Mastery of Knowledge | Content | Pedagogical Skills |     | Classroom Management |     |                          |                   |
| Quality of Classroom Process | 0.758                | ***     | 0.757              | *** | 0.763                | *** | 0.793                    | ***               |
| Student Academic Adjustment  | 0.659                | ***     | 0.617              | *** | 0.592                | *** | 0.616                    | ***               |

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Based on Table 4, the strongest correlation was observed between teachers' efficacy and their ability to adapt to diverse learning needs, with a coefficient of  $r = 0.793$  ( $p < 0.001$ ) under the quality of classroom process domain. This indicates that teachers with a strong sense of self-efficacy are significantly more capable of modifying their instructional approaches to accommodate various student learning styles and needs. This finding aligns with DepEd's Inclusive Education Program and Universal Design for Learning (UDL) initiatives, which promote differentiated instruction, learner-centered strategies, and sensitivity to individual learner differences. Additionally, LAC sessions (Learning Action Cells) and continuous professional development through NEAP-recognized training support teachers in strengthening these adaptive teaching skills by fostering collaborative reflection and context-based instructional planning.

Conversely, the lowest correlation was found between teachers' efficacy and classroom management ( $r = 0.592$ ,  $p < 0.001$ ) in relation to student academic adjustment. While still statistically significant and positively associated, this suggests that while teachers feel confident, managing student behavior to directly impact academic adjustment may require more targeted interventions. To address this, DepEd implements the Positive Discipline in Everyday Teaching (PDET) approach and the Child Protection Policy (DepEd Order No. 40, s. 2012), which equips teachers with strategies to manage classrooms through non-punitive, learner-centered methods.

In summary, the analysis reveals that teacher efficacy plays a substantial role in shaping competence, particularly in adapting to learner diversity, while continued support in classroom management remains essential for optimizing student academic outcomes. DepEd's structured programs and professional development pathways play a vital role in enhancing these areas, ensuring both teacher growth and student success.

Table 5

*Correlation of Managerial Competence with Teachers' Competence*

| Managerial Competencies  | Teachers' Competence         |                    |                      |                                            |
|--------------------------|------------------------------|--------------------|----------------------|--------------------------------------------|
|                          | Mastery of Content Knowledge | Pedagogical Skills | Classroom Management | Ability to Adapt to Diverse Learning Needs |
| Conceptual Competence    | 0.475**                      | 0.476**            | 0.420**              | 0.442**                                    |
| Technical Competence     | 0.470**                      | 0.467**            | 0.436**              | 0.452**                                    |
| Interpersonal Competence | 0.411**                      | 0.408**            | 0.355**              | 0.396**                                    |
| Organizational Support   | 0.492**                      | 0.480**            | 0.448**              | 0.511**                                    |
| Professional Development | 0.478**                      | 0.456**            | 0.434**              | 0.459**                                    |

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

Based on Table 5, the strongest correlation is observed between organizational support and teachers' ability to adapt to diverse learning needs, with a coefficient of  $r = 0.511$ , significant at the 0.01 level. This indicates that when school heads provide adequate resources, a positive environment, and necessary support structures, teachers become more capable of modifying instructional strategies to meet the varied needs of learners. This aligns with DepEd's School-Based Management (SBM) framework and the Brigada Eskwela initiative, which promote stakeholder engagement and resource mobilization to create inclusive and supportive learning environments. Furthermore, the Inclusive Education Program and Child-Friendly School System (CFSS) reinforce these efforts by encouraging adaptive teaching practices and fostering equity in learning.

In contrast, the lowest correlation appears between interpersonal competence of school heads and teachers' classroom management skills, with a coefficient of  $r = 0.355$ , though still statistically significant. This suggests that while interpersonal skills such as communication and relationship-building are valuable, they have a comparatively lesser direct impact on how teachers manage classroom behavior and routines. To address this gap, DepEd implements programs like the School Heads' Development Program (SHDP), which focus on strengthening leadership communication, feedback mechanisms, and staff relations. These aim to enhance the human relations aspect of leadership that indirectly contributes to a well-managed and emotionally supportive classroom environment.

In summary, the data shows that organizational support has the greatest influence on teacher competence, particularly in adapting to learner diversity, while interpersonal competence has the weakest, yet still meaningful effect, especially in classroom management. These insights highlight the need for school leaders to focus not only on providing tangible support and professional growth opportunities but also on nurturing relational leadership qualities to create a balanced and empowering educational environment.

Table 6

*Correlation of Managerial Competence on Teachers' Well-Being*

| Managerial Competencies  | Teachers' Wellbeing |                 |
|--------------------------|---------------------|-----------------|
|                          | Job Satisfaction    | Work Commitment |
| Conceptual Competence    | 0.418**             | 0.487**         |
| Technical Competence     | 0.427**             | 0.520**         |
| Interpersonal Competence | 0.457**             | 0.448**         |
| Organizational Support   | 0.548**             | 0.570**         |
| Professional Development | 0.499**             | 0.554**         |

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

Based on Table 6, the strongest correlation is observed between organizational support and teachers' work commitment ( $r = 0.570$ ), as well as job satisfaction ( $r = 0.548$ ), both statistically significant at the 0.01 level. This suggests that when school leaders provide clear guidance, responsive administrative systems, and emotional and material support, teachers are more likely to feel satisfied with their jobs and demonstrate strong commitment to their roles. This finding directly aligns with DepEd's Employee Welfare Program and the School-Based Management (SBM) system, which emphasize the importance of empowering schools to provide localized and contextual support to staff.

Conversely, the lowest correlation is found between conceptual competence and teachers' job satisfaction ( $r = 0.418$ ). Although still statistically significant, this indicates that while visionary thinking and strategic planning from school leaders are important, they have a relatively lesser direct effect on how satisfied teachers feel in their day-to-day roles. To address this, DepEd offers programs like the School Heads' Development Program (SHDP) and the National Educators Academy of the Philippines (NEAP) Training Initiatives, which aim to enhance school leaders' conceptual and instructional leadership abilities. By helping school heads translate broader goals into daily supportive practices, these programs aim to indirectly boost teacher satisfaction through effective leadership planning and decision-making.

In summary, organizational support emerges as the strongest driver of teacher well-being, particularly in sustaining work commitment, while conceptual competence has the weakest but still

relevant impact. These insights suggest that strengthening school leadership's capacity to support and professionally develop teachers through concrete actions and resources should remain a core focus of DepEd's policies and programs to ensure a motivated, satisfied, and committed teaching force.

Table 7  
*Correlation of Managerial Competencies on Teachers' Efficacy*

| Managerial Competencies  | Teachers' Efficacy           |                             |
|--------------------------|------------------------------|-----------------------------|
|                          | Quality of Classroom Process | Student Academic Adjustment |
| Conceptual Competence    | 0.333**                      | 0.276**                     |
| Technical Competence     | 0.380**                      | 0.334**                     |
| Interpersonal Competence | 0.336**                      | 0.285**                     |
| Organizational Support   | 0.438**                      | 0.364**                     |
| Professional Development | 0.396**                      | 0.289**                     |

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

Based on Table 7, the highest correlation is observed between organizational support and quality of classroom process ( $r = 0.438$ ), followed closely by its correlation with student academic adjustment ( $r = 0.364$ ), both significant at the 0.01 level. This suggests that when school leaders provide clear structures, adequate teaching resources, recognition, and emotional support, teachers are more confident and effective in their instructional delivery, which in turn promotes better student academic adjustment.

These findings are aligned with DepEd's School-Based Management (SBM) and the Brigada Eskwela initiatives, which empower school heads to create enabling environments that support both teacher performance and student learning. On the other hand, the lowest correlation is between conceptual competence and student academic adjustment ( $r = 0.276$ ). While still statistically significant, this implies that although strategic and visionary leadership plays a role in overall school direction, it has the least direct impact on how well students adapt academically. To strengthen this area, DepEd implements capacity-building activities such as the School Heads' Development Program (SHDP) and NEAP-accredited leadership training, which aim to improve principals' and school heads' planning and problem-solving skills. These programs help translate strategic visions into actionable school practices that can more directly support student outcomes.

In summary, organizational support stands out as the most influential managerial competence in enhancing teacher efficacy and student academic performance, emphasizing the importance of supportive school environments. Meanwhile, conceptual competence, though valuable, has the weakest link and may require stronger integration with day-to-day instructional strategies through DepEd's leadership and governance programs.

Table 8  
*Correlation of Teachers' Efficacy on Teachers' Competence*

| Teachers' Efficacy          | Teachers' Competence         |                    |                      |                                            |
|-----------------------------|------------------------------|--------------------|----------------------|--------------------------------------------|
|                             | Mastery of Content Knowledge | Pedagogical Skills | Classroom Management | Ability to Adapt to Diverse Learning Needs |
| Quality Classroom Process   | 0.758**                      | 0.757**            | 0.763**              | 0.793**                                    |
| Student Academic Adjustment | 0.659**                      | 0.617**            | 0.592**              | 0.616**                                    |

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

Based on Table 8, the highest correlation is between teachers' ability to adapt to diverse learning needs and the quality of classroom process ( $r = 0.793$ ), indicating a very strong and significant relationship. This suggests that teachers who are skilled in tailoring their instruction to accommodate learners of varying abilities and backgrounds are more effective in creating high-quality, inclusive classroom environments. This aligns closely with DepEd programs such as Inclusive Education (IE), which aims to address equity in education by training teachers to implement differentiated instruction, universal learning design (UDL), and culturally responsive teaching practices.

Conversely, the lowest correlation is found between classroom management and student academic adjustment ( $r = 0.592$ ), though it remains statistically significant. While good classroom management contributes to a stable learning environment, this result implies that it has relatively less direct impact on how students adapt academically compared to other competencies. To address this, DepEd promotes teacher development initiatives like the School Learning Action Cell (SLAC) and training under the National Educators Academy of the Philippines (NEAP) to improve classroom management strategies that are both proactive and supportive of student well-being. In summary, the data underscores the critical importance of adaptability to learner diversity in achieving high-quality classroom instruction, while pointing to the need for continued emphasis on student-centered classroom management techniques to further support academic adjustment. DepEd's ongoing efforts in inclusive education and teacher professional development are vital in enhancing these competencies across all public schools.

Table 9  
*Correlation of Teachers' Efficacy on Teachers' Well-Being*

| Teachers' Efficacy          | Teachers' Wellbeing |                 |
|-----------------------------|---------------------|-----------------|
|                             | Job Satisfaction    | Work Commitment |
| Quality Classroom Process   | 0.657**             | 0.792**         |
| Student Academic Adjustment | 0.581**             | 0.648**         |

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

The analysis of Table 9 reveals that the highest correlation is between Teachers' Efficacy in Quality Classroom Process and Work Commitment ( $r = 0.792$ ), indicating a very strong and statistically significant relationship. This suggests that when teachers perceive themselves as effective in managing

instructional delivery and maintaining a productive classroom environment, they are more likely to remain committed to their profession. This insight is aligned with SLAC (School Learning Action Cell) sessions, which focus on strengthening instructional competencies and promoting peer learning, thereby empowering teachers to feel more capable and driven in their roles. Additionally, the Professional Development Program (PDP) under NEAP supports the continuous improvement of teaching strategies, ultimately boosting teacher efficacy and work commitment.

In contrast, the lowest correlation is observed between Teachers' Efficacy in Student Academic Adjustment and Job Satisfaction ( $r = 0.581$ ), though still significant. While helping students adjust academically does enhance satisfaction, its impact is relatively less pronounced compared to other factors. This may suggest that teachers need more targeted support when addressing students' diverse academic needs. In summary, enhancing the quality of classroom instruction has the strongest influence on boosting teachers' work commitment, while efforts to support student academic adjustment, although meaningful, require stronger systemic backing to further uplift teacher job satisfaction.

Table 10

*Mediation Analysis of Teachers' Efficacy in the Relationship between School Head Managerial Competencies and Teachers' Competence*

| Effect   | Estimate | SE     | 95% Confidence Interval |       | Z    | P     |
|----------|----------|--------|-------------------------|-------|------|-------|
|          |          |        | Lower                   | Upper |      |       |
| Indirect | 0.253    | 0.0468 | 0.161                   | 0.344 | 5.40 | <.001 |
| Direct   | 0.223    | 0.0440 | 0.137                   | 0.310 | 5.08 | <.001 |
| Total    | 0.476    | 0.0592 | 0.360                   | 0.592 | 8.05 | <.001 |

|            |   |           |       |        | 95% Confidence Interval |       |       |       |
|------------|---|-----------|-------|--------|-------------------------|-------|-------|-------|
|            |   |           |       |        | Lower                   | Upper | Z     | p     |
| Managerial | → | Efficacy  | 0.395 | 0.0678 | 0.262                   | 0.528 | 5.83  | <.001 |
| Efficacy   | → | Competent | 0.639 | 0.0446 | 0.552                   | 0.727 | 14.32 | <.001 |
| Managerial | → | Competent | 0.223 | 0.0440 | 0.137                   | 0.310 | 5.08  | <.001 |

Table 10 from the mediation analysis demonstrate that teachers' efficacy significantly mediates the relationship between school head managerial competencies and teachers' competence. The indirect effect (Estimate = 0.253, SE = 0.0468) is statistically significant ( $Z = 5.40$ ,  $p < .001$ ), with a 95% confidence interval [0.161, 0.344], indicating that the path through teachers' efficacy is a meaningful contributor to the overall relationship. Meanwhile, the direct effect (Estimate = 0.223, SE = 0.0440,  $Z = 5.08$ ,  $p < .001$ ) remains significant, suggesting partial mediation rather than full mediation. The total effect (Estimate = 0.476, SE = 0.0592,  $Z = 8.05$ ,  $p < .001$ ) reinforces the strong influence of managerial competencies on teacher competence, both directly and indirectly through efficacy.

The lower portion of the table provides further evidence supporting the mediation pathway.

School head managerial competencies significantly predict teachers' efficacy (Estimate = 0.395, SE = 0.0678,  $p < .001$ ), and in turn, teachers' efficacy significantly predicts teacher competence (Estimate = 0.639, SE = 0.0446,  $p < .001$ ). This chain of relationships establishes that school heads who demonstrate strong managerial skills foster a sense of efficacy among teachers, which then translates into higher perceived or demonstrated competence.

These findings underscore the importance of empowering school leaders not only to manage effectively but also to influence psychological factors like self-efficacy that can elevate overall teacher performance.

Table 11

*Mediation Analysis of Teachers' Efficacy to the Relationship between School Head Managerial Competencies and Teachers' Well-Being*

|          |          |        | 95% Confidence Interval |       | Z    | p     |
|----------|----------|--------|-------------------------|-------|------|-------|
| Effect   | Estimate | SE     | Lower                   | Upper |      |       |
| Indirect | 0.254    | 0.0478 | 0.160                   | 0.347 | 5.31 | <.001 |
| Direct   | 0.323    | 0.0492 | 0.226                   | 0.419 | 6.56 | <.001 |
| Total    | 0.576    | 0.0626 | 0.454                   | 0.699 | 9.20 | <.001 |

|            |   |            |          |        | 95% Confidence Interval |       | Z     | p     |
|------------|---|------------|----------|--------|-------------------------|-------|-------|-------|
|            |   |            | Estimate | SE     | Lower                   | Upper |       |       |
| Managerial | → | Efficacy   | 0.395    | 0.0678 | 0.262                   | 0.528 | 5.83  | <.001 |
| Efficacy   | → | Well-Being | 0.642    | 0.0499 | 0.544                   | 0.739 | 12.85 | <.001 |
| Managerial | → | Well-Being | 0.323    | 0.0492 | 0.226                   | 0.419 | 6.56  | <.001 |

The mediation analysis results in the second figure reveal that teachers' efficacy significantly mediates the relationship between school head managerial competencies and teachers' well-being. The indirect effect of managerial competencies on well-being through teachers' efficacy is statistically significant (Estimate = 0.254, SE = 0.0478,  $Z = 5.31$ ,  $p < .001$ ), with a 95% confidence interval of [0.160, 0.347], which does not include zero, indicating a meaningful mediation. Additionally, the direct effect remains significant (Estimate = 0.323, SE = 0.0492,  $Z = 6.56$ ,  $p < .001$ ), implying that managerial competencies influence teacher well-being both directly and indirectly. The total effect is also significant (Estimate = 0.576, SE = 0.0626,  $Z = 9.20$ ,  $p < .001$ ), further supporting the strong overall association.

The path analysis details support this mediation. Specifically, school head managerial competencies significantly predict teachers' efficacy (Estimate = 0.395, SE = 0.0678,  $p < .001$ ), and in turn, efficacy strongly predicts teacher well-being (Estimate = 0.642, SE = 0.0499,  $p < .001$ ). Moreover, even after accounting for efficacy, managerial competencies still significantly affect well-being

(Estimate = 0.323, SE = 0.0492,  $p < .001$ ), confirming partial mediation. These findings emphasize the critical role of school heads not just in structural or managerial functions but also in fostering a psychologically supportive environment that enhances teachers' belief in their capabilities, which significantly contributes to their well-being.

### 3.Recommendations

Based on the findings of the study, the following recommendations are offered:

Strengthen managerial development programs for school heads by providing continuous training on leadership, technical skills, and strategic planning to sustain their very high level of competence. Support teachers' professional growth through ongoing capacity-building activities, such as LAC sessions, mentoring, graduate studies, and skills enhancement workshops to maintain their expert-level competence. Enhance school-based interventions that focus on improving the quality of classroom processes and student academic adjustment to further boost teachers' efficacy. Develop structured feedback and coaching mechanisms from school heads to help teachers improve their classroom practices in areas like content mastery, pedagogy, management, and inclusivity. Promote inclusive teaching practices by providing school-wide support systems (e.g., SPED and remedial programs) and resources that allow teachers to better adapt to diverse learner needs, highlighting the importance of organizational support. Recognize and reinforce the mediating role of teacher efficacy by creating programs that directly empower teachers' confidence and performance through goal setting, recognition, and collaboration. Establish a well-being support system that goes beyond satisfaction and commitment, such as wellness breaks, mental health counseling, and work-life balance initiatives to enhance teachers' long-term resilience and productivity.

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