

School Heads' Supervisory Skills, Leadership Practices and Teachers' Morale

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Abstract:

This study investigated the levels of school heads' supervisory skills, leadership practices, and teachers' morale in a district, in a medium-sized Schools Division in Central Negros Philippines, during the School Year 2024–2025. Utilizing a descriptive research design, the study involved 166 public elementary school teachers selected from a total population of 289 teachers across seven schools in the district. A researcher-made instrument was employed to gather data on the variables, and statistical tools such as frequency, percentage, mean, Mann-Whitney U test, and Spearman's rho were used to analyze the results. The study aimed to determine the profile of teachers, assess school heads' supervisory skills and leadership practices, and explore how these relate to the morale of teachers. Findings revealed that most teachers were young, married, had relatively lower incomes, held bachelor's degrees, and occupied lower plantilla positions. School heads exhibited excellent supervisory skills, particularly in interpersonal communication and conflict, time, and instructional management. Their leadership practices were strongest in transformational and servant leadership, with commendable performance also in transactional and instructional styles. Teachers across all demographics reported high morale, especially in workplace management. Results showed that age influenced perceptions of leadership, with younger teachers viewing school heads more favorably. Importantly, there were significant positive correlations between school heads' supervisory skills and leadership practices and teachers' morale, underscoring the critical role of effective school leadership in fostering a motivated and productive teaching environment.

Keywords: Leadership Practices, Supervisory Skills, Teachers' Morale

Introduction:

Nature of the Problem

Effective school leadership plays a central role in enhancing teaching quality and student achievement, with supervisory skills being crucial. As Asare, Amankwah, and Oduro (2023) emphasize, school heads who conduct regular classroom observations, provide constructive feedback, and promote professional development help improve teachers' lesson preparation and classroom management. In the Philippines, the Department of Education (DepEd, 2020) has institutionalized these practices through the Philippine Professional Standards for School heads, highlighting the importance of structured and ongoing instructional support in driving educational quality.

Beyond supervision, school leadership includes fostering a positive school climate and supporting teacher morale. Transformational leadership, characterized by vision and motivation, has been shown to enhance teacher satisfaction and reduce turnover, as discussed by Lambersky (2016). However, studies such as Burkett and Hayes (2023) have identified challenges within DepEd, including poor communication, inadequate teacher support, and the absence of a clear school mission, all of which negatively affect morale. Similarly, SunStar Philippines (2021) reported that excessive administrative workload and limited encouragement from school heads contribute to teacher stress and job dissatisfaction.

In response to these challenges, the study explores how specific leadership, and supervisory practices influence teacher morale within the Philippine educational setting. Despite existing frameworks, there is still a need for a deeper understanding of leadership strategies that are effective and culturally responsive. By addressing this research gap, the study hopes to inform policy improvements and guide professional development programs that will empower school heads. Ultimately, enhancing leadership capacity is expected to improve teacher performance, morale, and student outcomes in medium-sized schools in Central Philippines during the School Year 2024–2025.

Current State of Knowledge

A systematic review on Leadership Skills and School Outcomes (2024) highlighted the adaptation and effectiveness of various leadership styles—transformational, instructional, and distributed—within Philippine schools. These leadership approaches were shown to improve student performance, enhance teacher effectiveness, and optimize school management practices. Supporting this, Uy (2024), in *Leadership Skills of School Heads and Teacher Performance*, found that servant and democratic leadership styles significantly contributed to higher student achievement and improved teacher performance in public secondary schools in the Philippines.

Similar findings were observed in other Asian contexts. A study on Leadership Skills and Teachers' Emotional Behavior in Malaysia (2023) revealed that while instructional leadership was most commonly perceived by teachers, democratic leadership best addressed their emotional needs. In Pakistan, Principals' Leadership Skills and Teachers' Performance (2022) also found democratic leadership to be the dominant style, positively influencing college teachers' performance. These studies collectively suggest that democratic leadership plays a pivotal role across diverse educational systems in fostering both teacher effectiveness and student outcomes.

Studies on leadership practices in various Philippine and international contexts have consistently emphasized the impact of transformational and participative leadership on organizational and educational outcomes. In Bacolod City, Philippines, school heads demonstrated transformational leadership, which positively influenced teacher motivation and commitment, as shown in studies by Esogon and by Gumban (2021). Similarly, a systematic review by Leadership Capabilities and Their Effect on Philippine Educational Outcomes (2024) found that transformational, instructional, and distributed leadership styles significantly improved teacher performance, student achievement, and overall school administration.

During the COVID-19 pandemic, transformational leadership proved critical in navigating crisis conditions. Shahid (2024), in *The COVID-19 Pandemic and Transformational Leadership*, noted that open communication and innovation were vital to maintaining organizational performance. Complementing this, Sternfels et al. (2024) emphasized the importance of adaptable leadership and clear communication in managing primary and secondary educational institutions during the pandemic. Additionally, a study on local welfare offices in Panay Island highlighted that "enabling others to act" and participative leadership contributed to high job satisfaction and effective management (Petinglay & Abioda, 2024). These findings underscore the value of adaptive, empowering leadership styles across diverse public service and educational settings.

Teachers' morale is closely linked to effective leadership and a supportive educational culture. Goleman et al. (2015) outlined key relationship management competencies—including teamwork, conflict management, and inspirational leadership—as essential in eliciting positive staff performance. A school principal's success in achieving a 100% pass rate was credited to strong collaboration and shared enthusiasm among the teaching staff. Similarly, Prudente (2017) emphasized that school leaders play a critical role in fostering teacher efficacy, which directly affects student outcomes. Torees et al. (2024) argued that promoting teacher leadership and morale requires inclusive cultures where teachers are trusted, involved in decision-making, and supported in their professional growth.

Multiple studies have shown that morale is influenced by both internal values and external pressures. Madrigal (2016) noted that teachers are most motivated when their values align with their work environment, while external demands often undermine morale. Aquino, Danzalan, and Jamoral (2015) found that policy pressures and unrealistic expectations increase teacher stress. Fabelico (2015) and Imbag (2016) stressed the importance of acknowledging teachers' experiences and perspectives to improve morale and motivation. Maculada and Guanzon (2023) also highlighted that factors like religious devotion may shape teacher performance and well-being. Ultimately, creating an environment of mutual trust and respect, where teachers' voices are central to policymaking, is essential for meaningful and lasting educational reform.

Theoretical Underpinnings

This study is grounded in two key theoretical frameworks—Transformational Leadership Theory and Herzberg's Two-Factor Theory—which provide valuable insights into the relationship between school heads' supervisory skills, leadership practices, and teachers' morale. Transformational Leadership Theory highlights how leaders inspire and motivate followers by transforming their values, fostering a shared vision, and offering individualized support. In the school setting, such leadership behaviors have been shown to significantly enhance teacher motivation and engagement. Herzberg's Two-Factor Theory, meanwhile, explains how job satisfaction is influenced by motivators (e.g., recognition, achievement) and hygiene factors (e.g., salary, working conditions). When applied to education, this theory suggests that effective supervisory and leadership practices can either promote or hinder teacher morale depending on how well they address these dual factors.

By integrating both frameworks, the study suggests that school heads who demonstrate transformational leadership while addressing both motivators and hygiene factors through sound supervisory skills are more likely to cultivate high levels of teacher morale. This dual-theoretical approach offers a comprehensive understanding of how leadership

affects teachers' job satisfaction and performance. It also encourages future researchers to examine educational leadership through these combined lenses to gain richer, more nuanced insights into the dynamics of teacher morale and institutional effectiveness.

Objectives of the Study

This study aimed to determine the levels of school heads' supervisory skills, leadership practices, and teachers' morale in a district, in a medium-sized school Division in central Negros Philippines, during the School Year 2024-2025. Specifically, it sought to answer the following: 1) the level of the school heads' supervisory skills according to the area of human dimension, conflict management, instructional leadership and management, time management; 2) the level of school heads' leadership practices according to the area of transformational, transactional, instructional, and servant; 3) the level of teacher's morale according to the area of workplace management, work load, and work environment; 4) the significant relationship between the level of school heads' supervisory skills and the level of teachers' morale; and 5) the significant relationship between the level of school heads' leadership practices and the level of teachers' morale.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study aimed to determine the levels of school heads' supervisory skills and leadership practices in relation to teachers' morale in a district within a medium-sized school division in central Negros, Philippines, during the 2024-2025 school year. Using the descriptive-correlational research method, as defined by Rancho (2019), the study sought to describe current behaviors and assess the relationship between variables—specifically the connection between school leaders' supervisory and leadership competencies and the morale levels of public elementary school teachers.

Study Respondents

The study's respondents are 166 public elementary School teachers from a total population of 289. Since the number of respondents is quite large, stratified sampling and random sampling techniques were used, and the Cochran formula was used to find the sample size. To get the percentage, the respondents coming from each school were divided by the total number of respondents and multiplied by the sample size. The researchers randomly selected the respondents from each school using the Lottery technique.

Instruments

A researcher-made instrument was developed to address the objectives of the study and was divided into four parts: demographic profile, supervisory skills, leadership practices, and teacher morale. The instrument assessed school heads' supervisory skills based on Hallinger & Heck (2021), leadership practices following Bass & Riggio (2020), and teacher morale influenced by supervisory and leadership practices as framed by Kraft & Papay (2020). Each section used a five-point Likert scale to evaluate indicators within specific domains. To ensure content validity, the instrument was reviewed by five experts in education and research, resulting in a validity score of 4.89, interpreted as "Excellent" based on Carter V. Good and Douglas E. Scates' criteria. Reliability was tested using a dry run with 30 teachers outside the actual respondent group, and results were analyzed using SPSS. Cronbach's Alpha scores were 0.990 for supervisory skills, 0.992 for leadership practices, and 0.988 for teacher morale, all interpreted as "Excellent," confirming high internal consistency and the instrument's reliability.

Data Gathering Procedure

The validity of the instrument was determined after the panelists gave their approval of the questionnaire. The Schools Division Superintendent's authority was then requested through the PSDS and School Heads by submitting a request of a letter of communication asking permission to establish reliability and conduct the study. The researcher personally administered the survey to the respondents, explained its purpose, and assisted them in filling out the questionnaire. Face-to-face interactions were used to retrieve the research questionnaire. The researcher assured the respondents that the information gathered was confidential. The test results and other data were then located and examined using the proper statistical software.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and mean to determine the level of Supervisory skills of the school heads as assessed by their teachers according to the following areas and when grouped according to the variables: human dimensions, conflict management, instructional supervisory, leadership, and time management.

Objective No. 2 utilized a descriptive-analytical scheme and mean to determine the level of Leadership Practices of the school heads as assessed by their teachers according to the following areas and when grouped according to the variables such as transformational, transactional, instructional, and servant leadership.

Objective No. 3 used the descriptive analytical scheme to determine the morale of the teachers in relation to the supervisory skills and leadership practices of their school heads in areas of workplace management, workload, and work environment.

Objective No. 4 utilized a relational analytical scheme and Spearman's rho to determine the significant relationship between the level of supervisory skills and the level of teachers' morale.

Objective No. 5 utilized a relational analytical scheme and Spearman's rho to determine the significant relationship between the level of leadership practices and the level of teachers' morale.

Ethical Consideration

To ensure the study's ethical validity, the researcher followed the general ethical principles of respect for people, beneficence, and justice. The researcher assured the participants of confidentiality by using aliases or pseudonyms for their names by the Data Privacy Act of 2021. In the researcher's opinion, the participants did not exhibit any vulnerability as educated, employed adults. Participants have the opinion that they should choose not to answer any questions that might distress them because this study is based on their experiences.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of the school heads supervisory skills in the areas of Human Dimension, Conflict Management, Instructional Management and Leadership, and Time Management

Table 1

Level of the school heads' supervisory skills in the area of the Human Dimension

Items	Mean	Interpretation
The School head...		
1. shows understanding and concern for teachers' personal well-being	4.55	Very High Level
2. builds harmonious relationships with faculty and staff.	4.54	Very High Level
3. listens attentively to teachers' issues and concerns	4.55	Very High Level
4. provides emotional support to teachers during difficult situations.	4.54	Very High Level
5. promotes inclusive and values diversity within the school community.	4.55	Very High Level
Overall Mean	4.55	Very High Level

Table 1 shows that the overall mean score for school heads' supervisory skills in terms of the human dimension is 4.55, interpreted as very high. This suggests that teachers perceive their school heads as consistently demonstrating strong human-relational leadership.

The highest-rated indicators were Item 1, showing concern for teachers' well-being, and Item 3, promoting inclusivity and valuing diversity, scoring 4.55. These findings imply that school heads are highly effective in fostering a supportive and inclusive school culture.

Meanwhile, Item 2 (building harmonious relationships) and Item 4 (providing emotional support during difficult times) received slightly lower scores of 4.54, still within the very high range. This indicates a minor gap that suggests room for deeper interpersonal engagement from school heads.

These results highlight the importance of strengthening relational and emotional support systems to sustain high morale and teacher well-being. Improving these areas may lead to better collaboration and resilience among teaching staff.

Santos and Velasco (2022) support these findings, stating that empathetic and inclusive leadership improves teacher morale, trust, and retention, contributing to a more collaborative and effective school environment.

Table 2

Level of the school heads supervisory skills in the area of Conflict Management

Items	Mean	Interpretation
The School head...		
1. handles conflict fairly	4.40	High Level
2. remains calm and objective when managing disagreements and disputes.	4.49	High Level
3. encourages open communication to resolve conflicts.	4.46	High Level
4. seeks to find win-win solutions during conflicts among teachers.	4.48	High Level
5. practices proactive in addressing conflicts	4.43	High Level
Overall Mean	4.45	High Level

Table 2 shows that the overall mean score for school heads' supervisory skills in conflict management is 4.45, interpreted as high level. This indicates that school heads are generally effective in managing and resolving teacher conflicts.

The highest-rated indicator, with a mean of 4.49, reflects that school heads remain calm and objective during disagreements, while Item 4, seeking win-win solutions, scored 4.48. These results suggest that school heads prioritize fairness and collaboration in conflict resolution.

The lower-rated items, Item 1 (handles conflict fairly) at 4.40 and another indicator at 4.43, though still high, point to areas where school heads may improve their consistency in equitable conflict handling. These slightly lower scores highlight the need for enhanced proactive and impartial practices during disputes.

Effective conflict management is crucial to maintaining teacher unity, reducing stress, and fostering a cooperative work environment. Strengthening these skills can lead to improved staff morale and school climate.

De Leon and Martinez (2021) support these findings, emphasizing that calm, fair, and solution-oriented leadership significantly lowers workplace tension and enhances teacher job satisfaction.

Table 3

Level of the school heads' supervisory skills in the area of Instructional Management and Leadership

Items	Mean	Interpretation
The School head...		
1. provides technical assistance	4.40	High Level
2. observes classroom instructions regularly	4.36	High Level
3. cultivates a collaborative environment that encourages continuous professional development.	4.47	High Level
4. provides constructive criticism or feedback.	4.43	High Level
5. promotes achieving high educational standards	4.48	High Level
Overall Mean	4.43	High Level

Table 3 shows that the overall mean score for school heads' supervisory skills in instructional management and leadership is 4.43, which is interpreted as high level. This reflects a generally strong instructional leadership performance among school heads.

The highest-rated indicator, Item 5, received a mean score of 4.48, indicating that school heads actively promote the achievement of high educational standards. This suggests a clear commitment to maintaining quality education across schools.

The lowest-rated indicator, Item 2, with a score of 4.36, refers to the regular observation of classroom instruction. While still rated high, this shows an area for development in terms of providing direct and consistent feedback on teaching practices.

Increasing the frequency and depth of classroom observations could lead to better instructional guidance, stronger teacher support, and improved student outcomes. More focused supervision may also raise teacher confidence and professional growth.

Navarro and Rivera (2020) support this view, stating that school leaders who regularly observe and provide feedback foster continuous teaching improvement, enhancing instruction quality and learner performance.

Table 4

Level of the school heads supervisory skills in the area of Time Management

Items	Mean	Interpretation
The School head...		
1. manages their time and priorities effectively	4.46	High Level
2. shows punctuality all the time in delivering their deadlines	4.42	High Level
3. allocates sufficient time for important tasks and responsibilities.	4.45	High Level
4. gives teachers ample time for planning and professional development	4.48	High Level
5. balances administrative tasks in support of teachers' and learners' need	4.46	High Level
Overall Mean	4.45	High Level

Table 4 reveals that the overall mean score for school heads' supervisory skills in the area of time management is 4.45, indicating a high level of effectiveness in managing time-related responsibilities.

The highest-rated indicator, Item 4, with a score of 4.48, shows that school heads give teachers ample time for planning and professional development—demonstrating their support for teacher growth and preparedness.

The lowest-rated indicator, Item 2, with a mean of 4.42, suggests that school heads are generally punctual in meeting deadlines. However, there is slight room for improvement to consistently model time efficiency.

The implication is that well-managed time allocation by school heads enhances teacher productivity, reduces stress, and promotes a culture of professionalism and readiness within the school.

This result is consistent with the findings of Almonte and Santiago (2022), who asserted that school leaders with effective time management skills improve instructional delivery, reduce burnout, and earn the respect and trust of their teaching staff.

Level of school heads' leadership practices in terms of Transformational, Transactional, Instructional, and Servant Leadership

Table 5

Level of school heads' leadership practices in terms of Transformational Leadership

Items	Mean	Interpretation
The School head...		
1. articulates a clear vision and inspires teachers to work toward shared goals.	4.49	Very High Level
2. encourages innovation and supports teachers in implementing new instructional strategies.	4.49	High Level
3. provides mentorship and professional development opportunities for teachers.	4.49	High Level
4. motivates teachers by fostering a culture of collaboration and high expectations.	4.50	Very High Level
5. demonstrates adaptability in responding to challenges and leading school improvement initiatives.	4.49	High Level
Overall Mean	4.49	Very High Level

Table 5 shows that the overall mean score for school heads' transformational leadership practices is 4.49, categorized as a *very high level*, reflecting consistently strong leadership across all indicators.

The highest-rated indicator, Item 4, with a mean of 4.50, reveals that school heads excel in motivating teachers by fostering a culture of collaboration and high expectations.

The next highest, Item 3, with a mean of 4.49, indicates that school heads also provide strong mentorship and professional development opportunities, enhancing teacher competence and career growth.

These results imply that school heads are effective transformational leaders who empower staff through shared vision, collaboration, and innovation—factors that positively affect teacher morale and school performance.

This is supported by Villanueva and Delos Reyes (2021), who found that transformational leadership significantly enhances teacher engagement, and by Santos and Ortega (2023), who emphasized the value of mentorship and innovation in improving educational outcomes.

Table 6

Level of school heads' leadership practices in terms of Transactional Leadership

Items	Mean	Interpretation
The School head...		
1. sets clear expectations and reinforce and reinforces them through rewards or corrective actions.	4.44	High Level
2. monitors teacher performance and gives feedback	4.44	High Level
3. implements school policies and procedures effectively	4.48	High Level
4. gives recognition to teachers' accomplishments and contributions	4.47	High Level
5. address performance issues by applying disciplinary measures when necessary.	4.43	High Level
Overall Mean	4.45	High Level

Table 6 presents the overall mean score for school heads' transactional leadership practices, which is 4.45, categorized as *high level*, reflecting a strong and effective approach to leadership.

The highest-rated indicator, Item 3, with a mean of 4.48, shows that school heads are particularly effective in implementing school policies and procedures, ensuring smooth operations within the school.

The lowest-rated indicator, Item 5, with a mean of 4.43, highlights that while school heads are still effective, they may occasionally need to apply disciplinary measures to address performance issues.

These results imply that school heads demonstrate effective managerial skills, applying clear expectations and performance monitoring while maintaining school accountability and discipline.

This aligns with the findings of Dizon and Manlapaz (2022), who found that transactional leadership fosters structure and accountability, and Caballero and Soriano (2021), who emphasized the importance of performance monitoring and feedback in maintaining order and improving teacher performance.

Table 7

Level of school heads' leadership practices in terms of Instructional Leadership

Items	Mean	Interpretation
The School head...		
1. engages in curriculum planning and instructional supervision	4.47	High Level
2. uses data-driven to support teachers and learners progress	4.46	High Level
3. provides constructive feedback for instructional supervision	4.43	High Level
4. encourages teachers to use ICT in teaching-learning instructions	4.48	High Level
5. engages in professional development for effective teaching	4.49	Very High Level
Overall Mean	4.47	High Level

Table 7 presents the level of school heads' instructional leadership practices, with an overall mean of 4.47, categorized as *high*. This indicates a strong commitment to supporting teachers and fostering educational growth.

The highest-rated indicator, Item 5, with a mean of 4.49, reflects school heads' active engagement in professional development for effective teaching, indicating their dedication to improving teaching quality through continuous learning opportunities.

The lowest-rated indicator, Item 3, with a mean of 4.43, pertains to providing constructive feedback for instructional supervision. This suggests a gap in how school heads deliver feedback to teachers, potentially affecting their ability to effectively guide improvements.

These findings imply that while school heads excel in providing professional development opportunities, there is room for improvement in giving constructive feedback, which is crucial for enhancing instructional practices and teacher development. Constructive feedback is essential to instructional leadership as it provides teachers with specific, actionable insights to improve their teaching methods.

This is supported by Santiago and Villaruel (2021), who emphasized that effective instructional leadership significantly influences teacher effectiveness and student outcomes. Reyes and Lumibao (2023) further emphasized

the importance of feedback in improving instructional practices, particularly through the integration of ICT tools, which enhances teachers' instructional capacities and promotes innovation.

Table 8

Level of school heads' leadership practices in terms of Servant Leadership

Items	Mean	Interpretation
The School head...		
1. prioritize the well-being and professional growth of teachers.	4.51	Very High Level
2. listens actively and consider teachers' concerns in decision-making.	4.51	Very High Level
3. builds a school culture of respect, trust, and mutual support.	4.51	Very High Level
4. demonstrates empathy and understanding in handling teacher and student issues.	4.49	High Level
5. encourages teamwork and shared leadership among faculty members.	4.45	High Level
Overall Mean	4.49	Very High Level

Table 8 presents the assessment of school heads' leadership practices under the domain of servant leadership, with an overall mean of 4.49, categorized as a very high level. This suggests that school heads are highly effective in embodying servant leadership qualities.

The highest-rated indicators, each with a mean of 4.51, reflect the school heads' focus on prioritizing teachers' well-being and professional growth, actively listening and considering teacher concerns in decision-making, and building a school culture of respect, trust, and mutual support. These aspects highlight the leadership practices that create an environment where teachers feel heard, valued, and supported.

The lowest-rated indicator, with a mean of 4.45, relates to how school heads encourage teamwork and shared leadership among faculty members. While still high, this suggests that there may be opportunities for further strengthening collaborative leadership within the school environment.

These findings imply that school heads strongly practice servant leadership, with a clear emphasis on supporting teachers and fostering an inclusive, empowering school environment. The focus on listening, empathy, and shared leadership enhances teachers' sense of value and motivation.

These results align with Bautista and Santos (2022), who found that servant leadership improves teacher satisfaction and organizational commitment. Similarly, Dela Cruz and Navarro (2023) observed that when school leaders prioritize teacher development and act with empathy, they cultivate a culture of collaboration and trust, significantly boosting teacher morale and school effectiveness.

Level of teacher's morale in the areas of Workplace Management, Work Load, and Work Environment

Table 9

Level of teacher's morale in the area of Workplace Management

Items	Mean	Interpretation
The School head...		
1. manages the school's resources effectively to support teachers' needs	4.39	High Level
2. explains communication clearly on school policies, DepEd orders	4.41	High Level
3. ensures school environment is organized and efficient for teaching and learning	4.40	High Level
4. attends to addressing issues and concerns of faculty and staff	4.40	High Level
5. fosters a sense of fairness and equality in the workplace.	4.34	High Level
Overall Mean	4.39	High Level

Table 9 presents the results on the level of teachers' morale in terms of workplace management, with an overall mean of 4.39, categorized as a *high level*. This indicates that teachers perceive their workplace environment as supportive and conducive to professional growth.

The highest-rated indicator, with a mean of 4.41, reflects that teachers feel school policies and DepEd orders are communicated clearly. On the other hand, the lowest-rated indicator, with a mean of 4.34, relates to efforts to foster fairness and equality in the workplace. While still rated high, this suggests there may be opportunities to further enhance equity in the school environment.

These findings imply that teachers view workplace management practices as well-organized and supportive, with clear communication, resource availability, and attention to faculty concerns being key contributors to high morale.

These results are consistent with Ramos and Corpuz (2021), who highlighted that clear communication and fairness are critical to improving teacher morale and trust in the organization. Similarly, Garcia and Bautista (2023) found that effective workplace management leads to higher job satisfaction and a more positive school climate, supporting the idea that strong organizational practices contribute significantly to teacher well-being.

Table 10
Level of teacher's morale in the area of Work Load

Items	Mean	Interpretation
The School head...		
1. provides teachers with a regular load	4.41	High Level
2. lessens the ancillary tasks of teachers	4.38	High Level
3. manages requests for assistance from overload teachers	4.36	High Level
4. encourages to prioritize between teaching and personal responsibilities	4.40	High Level
5. reduces teachers' unnecessary administrative tasks	4.37	High Level
Overall Mean	4.39	High Level

Table 10 shows that the level of teachers' morale in terms of workload has an overall mean of 4.39, which is interpreted as a high level. This suggests that teachers perceive their workload as manageable and their work environment supportive.

The highest-rated indicator, with a mean of 4.41, indicates that school heads effectively provide teachers with a regular load. The lowest-rated indicator, with a mean of 4.36, relates to the management of requests for assistance from teachers dealing with overload. Other highly rated practices include reducing ancillary tasks, helping teachers balance teaching and personal responsibilities, and cutting down on unnecessary administrative tasks.

These findings imply that school heads successfully balance teachers' workload, promote manageable work assignments, and provide the necessary support to maintain a high level of teacher morale.

These results are consistent with the research of Carpio and Torres (2021), who emphasized that effective workload management plays a crucial role in enhancing teacher satisfaction and performance. Likewise, Evangelista and Santos (2022) highlighted that supportive leadership practices that minimize administrative burdens and allow teachers to focus on teaching significantly boost teacher morale and reduce burnout.

Table 11
Level of teacher's morale in the area of Work Environment

Items	Mean	Interpretation
The School head...		
1. creates a positive and supportive work environment that promotes collaboration.	4.49	High Level
2. encourages and values teachers' input in decision-making processes.	4.47	High Level
3. fosters a safe and inclusive environment where teachers feel respected and valued.	4.49	High Level
4. supports professional development opportunities that enhances teaching practices.	4.50	Very High Level
5. addresses conflicts promptly and fairly, ensuring a harmonious work environment.	4.46	High Level
Overall Mean	4.48	High Level

Table 11 shows that the level of teachers' morale in terms of work environment has an overall mean of 4.48, which indicates a high level. This suggests that teachers perceive their work environment as supportive and conducive to their well-being.

The highest-rated indicator, with a mean of 4.50, highlights that school heads support professional development opportunities that enhance teaching practices.

The lowest-rated indicator, with a mean of 4.46, pertains to how school heads address conflicts promptly and fairly, ensuring a harmonious work environment. Other highly rated indicators include creating a positive and supportive environment that encourages collaboration and promotes teacher input in decision-making.

These findings imply that teachers perceive their work environment as well-managed and supportive, which positively influences their overall morale. The emphasis on professional development and effective conflict management plays a critical role in maintaining a high level of teacher satisfaction.

These results align with the research of Santos and Rodriguez (2021), who found that supportive work environments significantly enhance teacher engagement and satisfaction. Similarly, De la Cruz and Chan (2022) highlighted that fair conflict resolution and inclusive decision-making practices are essential to fostering a positive workplace climate. Both studies underscore the importance of proactive leadership in creating an environment where teachers feel valued and supported, reinforcing the findings of this study.

Relational analysis between the level of school heads' supervisory skills and the level of teachers' morale

Table 12

Relationship between the level of school heads' supervisory skills and the level of teachers' morale

Variable	rho	p-value	Sig. level	Interpretation
Level of School Heads' Supervisory Skills				
	0.866	0.000	0.01	Significant
Level of Teachers' Morale				

The results in Table 12 indicate a significant positive relationship between the level of school heads' supervisory skills and the level of teachers' morale, as evidenced by the correlation coefficient (rho) of 0.866 and a p-value of 0.000. This p-value is less than the significance level of 0.01, confirming that the relationship is statistically significant. The high rho value indicates a strong positive correlation, meaning that teachers' morale tends to increase as school heads' supervisory skills improve. These findings suggest that effective supervision by school heads plays a crucial role in enhancing the morale of teachers, highlighting the importance of leadership quality in school management.

This result supports the findings of Garcia and Reyes (2020), who demonstrated that school leadership, particularly supervisory skills, directly impacts teacher satisfaction and motivation. Likewise, the research of Sanchez and Villanueva (2021) emphasized that strong leadership with effective supervision leads to higher levels of teacher morale, fostering a positive work environment and improved educational outcomes.

Relational analysis between the level of school heads' leadership practices and level of teachers' morale

Table 13

Relationship between the level of school heads' leadership practices and level of teachers' morale

Variable	rho	p-value	Sig. level	Interpretation
Level of School Heads' Leadership Practice				
	0.897	0.000	0.01	Significant
Level of Teachers' Morale				

The results in Table 13 reveal a significant positive relationship between the level of school heads' leadership practices and the level of teachers' morale, with a correlation coefficient (rho) of 0.897 and a p-value of 0.000. Since the p-value is lower than the significance level of 0.01, it indicates that the relationship is statistically significant. The high rho value suggests a strong positive correlation, meaning that as school heads' leadership practices improve, teachers' morale will also increase. The significant positive relationship between school heads' leadership practices and teachers' morale implies that effective leadership plays a crucial role in fostering a motivated and satisfied teaching workforce. When school heads lead with clarity, support, and fairness, teachers feel more valued and empowered, which boosts their morale. This indicates that leadership quality is not just an administrative factor but a key driver of teachers' emotional well-being and productivity. Therefore, investing in leadership training and development for school heads can lead to more engaged teachers and better overall school performance.

This result aligns with the findings of Martin and Perez (2021), who demonstrated that leadership practices, including communication and support, significantly affect teacher morale and job satisfaction. Similarly, the research of Cruz and Santos (2022) highlighted that school leadership practices play a pivotal role in fostering a positive school climate, boosting teachers' morale and overall job performance.

Conclusions:

The study revealed that most teacher respondents in a medium-sized school division in central Negros were younger, married, held bachelor's degrees, and occupied lower plantilla positions with lower incomes. School heads demonstrated very high supervisory skills in interpersonal relations and high competence in conflict, instructional, and time management. Their leadership practices, particularly in transformational and servant leadership, were also rated very high, indicating effective and empowering school management. Teachers reported consistently high

morale, especially regarding the work environment and workplace management. Across demographic and professional variables, perceptions of supervisory skills, leadership practices, and morale showed no significant differences, supporting the null hypotheses. However, strong and significant relationships were found between school heads' supervisory skills and leadership practices with teacher morale, as evidenced by high rho values (.866 and .897) and p-values (.000). These findings led to key recommendations, including enhancing leadership and supervisory training, improving teacher support systems, promoting leadership development, and maintaining positive workplace conditions through strategic policies, continuous professional development, mentoring, feedback mechanisms, and recognition programs by DepEd.

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