

TASK PERFORMANCE COMPETENCIES OF SCHOOL HEADS AND WORKPLACE PROFESSIONAL PRACTICE OF TEACHERS

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Abstract: This study is aimed to find out the relationship between task performance competencies of school head and workplace professional practice of teacher. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2025-2026. Research instruments on task performance competencies of school head and workplace professional practice of teacher were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: The study found to exhibit a high level of task performance competencies of school head. This means that the provisions relating to task performance competencies of school head is oftentimes observed. The study revealed a high level of workplace professional practice of teacher. This indicates that the provisions relating to workplace professional practice of teacher are embodied in the item is always manifested. The results of the study also confirm that there is a significant relationship between task performance competencies of school head and workplace professional practice of teacher. This implies that the higher the task performance competencies of school head, the higher is the workplace professional practice of teacher. Thus, the null hypothesis of no significant relationship between task performance competencies of school head and workplace professional practice of teacher was rejected.

Keywords: task performance competencies of school head, workplace professional practice of teacher, school administration and supervision, quantitative research.

I. INTRODUCTION

The professional practice of teachers plays a critical role in shaping the educational experience of students and determining the overall effectiveness of schools. However, various challenges within the workplace can undermine the quality of teaching and hinder teachers' ability to perform at their best. These problems, often linked to systemic issues within the educational environment, can affect teachers' morale, job satisfaction, and professional development. Understanding the difficulties that teachers face in their professional practice is essential for addressing the root causes and improving the overall educational process (Skuballa & Jarodzka, 2022).

One of the primary challenges teachers face in their professional practice is insufficient support and resources. Teachers in China often encounter barriers in their ability to implement effective teaching methods due to a lack of essential tools, materials, and administrative support. In many schools, particularly those in underfunded districts, teachers are left to work

with outdated textbooks, limited technological resources, or inadequate classroom supplies. Without the proper resources, teachers struggle to provide engaging, interactive, and student-centered learning experiences, which can ultimately affect the quality of instruction and hamper their ability to improve and grow in their profession (Yao & Yang, 2023).

Another significant issue is the high workload that many teachers face, which often leads to burnout and stress. In the Philippines, teachers are required to juggle multiple responsibilities, including lesson planning, grading, classroom management, and meetings with parents and colleagues. Many teachers are expected to work beyond regular school hours to meet these demands, leaving them with limited time for personal activities, rest, or professional growth. The constant pressure to meet academic standards, prepare students for standardized testing, and maintain discipline in the classroom contributes to high levels of stress. Over time, this workload can lead to teacher fatigue, decreased motivation, and lower levels of job satisfaction, ultimately impacting their professional practice and effectiveness in the classroom (Geronimo & Olegario, 2020).

In the local context, the problems that teachers face in their workplace professional practice are multifaceted and have a profound impact on both their well-being and their effectiveness as educators. Issues such as insufficient resources and high workloads, contribute to the difficulties teachers encounter in their profession. Addressing these problems requires systemic changes, including better support for teachers, more meaningful professional development, and a greater focus on teacher autonomy and well-being.

There is a strong link between task performance competencies of school heads and workplace professional practice of teachers is unquestionable. Today, the researcher has rarely come across with a study on the study regarding these two variables. It is in this context that the researcher prompted to conduct this study in order to address the sample gap in this field of research.

II. BODY OF ARTICLE

Statement of the Problem

This study is aimed to find out the relationship between task performance competencies of school heads and workplace professional practice of teacher. Specifically, this study sought to answer the following objectives:

1. What is the level of performance competencies of school heads in terms of:
 - 1.1 Personal and Social Skills;
 - 1.2 Leadership Skills;
 - 1.3 Management Skills, and
 - 1.4 Transformative Skills?
2. What is the level of workplace professional practice of teacher in terms of:
 - 2.1 Workload;
 - 2.2 Control;
 - 2.3 Reward;
 - 2.4 Community, and
 - 2.5 Fairness?
3. Is there a significant relationship between performance competencies of school heads and workplace professional practice of teacher?

Hypothesis

Ho1. There is no significant relationship between performance competencies of school heads and workplace professional practice of teacher.

III. METHODOLOGY

Research Design

This study employed non-experimental quantitative research design utilizing correlational technique. Non-experimental quantitative research design utilizing a correlational technique is a type of research approach used to examine the relationship between two or more variables without manipulating them. It falls under quantitative research because it involves collecting and analyzing numerical data. The term non-experimental indicates that the researcher does not control or manipulate any variables, unlike in experimental research, where treatments or interventions are applied.

Non-experimental correlational research is a research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables, without establishing cause and effect in which in this study, it will look into the relationship between task performance competencies of school heads and workplace professional practice of teachers.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This will be used to determine the level of task performance competencies of school heads and workplace professional practice of teacher.

Pearson r. This will be used to determine the significance of the relationship between task performance competencies of school heads and workplace professional practice of teacher.

IV. RESULTS AND DISCUSSION

Level of Task Performance Competencies of School Head

Shown in Table 1 is the level of task performance competencies of school head with an overall mean of 3.93 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, management skills has the highest mean rating with a mean score of 3.98 or high, transformative skills, 3.94 or high; leadership skills, 3.3, or high; and personal skills, 3.88 or high.

Table 1. Task Performance Competencies of School Head

Indicators	Mean	Descriptive Levels
Personal and Social Skills	3.88	High
Leadership Skills	3.93	High
Management Skills	3.98	High
Transformative Skills	3.94	High
Overall	3.93	High

The result of the study is in agreement with the statement of Peregrino, Caballes, Necio & Pasion (2021) who reported that the importance of task performance competencies of a school head lies in their direct influence on school effectiveness, instructional quality, and student achievement. Task performance competencies refer to the principal's ability to effectively carry out core administrative and instructional leadership responsibilities, including planning, organizing, supervising, decision-making, problem-solving, and monitoring school operations. A school head who demonstrates strong task performance ensures that policies are implemented efficiently, resources are managed responsibly, and academic goals are clearly communicated and pursued.

The result of the study is consistent with the statement of Valmores (2021) who noted that one key importance of task performance competencies is their impact on instructional leadership. Effective school heads prioritize curriculum alignment, teacher supervision, data-driven decision-making, and continuous school improvement. When principals are competent in planning, delegating, and evaluating tasks, teachers receive clearer guidance and stronger support, which enhances classroom instruction and student performance.

The result of the study supports the statement of Dorado, Barrios. & Lumapenet (2024) who declared that additionally, strong task performance competencies promote organizational stability and a positive school climate. School heads who manage time efficiently, resolve conflicts effectively, and maintain accountability systems build trust among teachers, students, and parents. Efficient task execution reduces confusion, prevents burnout, and ensures that school goals are achieved systematically. Ultimately, the task performance competencies of a school head are crucial because they translate vision into action, align daily operations with long-term objectives, and create a structured environment where both teachers and students can succeed.

Level of Workplace Professional Practice of Teacher

Shown in Table 2 is the level of Workplace Professional Practice of Teacher with an overall mean of 4.16 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

The result of the study is in line with the statement of Tran, Nguyen, Nguyen, Ho, Bui & Hoang (2022) who reported that The workplace professional practice of teachers refers to the set of behaviors, skills, and attitudes that teachers demonstrate in fulfilling their professional responsibilities within the school environment. This includes planning lessons, delivering instruction, managing classrooms, assessing student learning, collaborating with colleagues, and engaging with parents and the community. Strong professional practice is critical because it directly impacts student learning outcomes, school effectiveness, and the overall educational climate. Teachers who consistently apply high standards of professional practice serve as role models and contribute to a culture of excellence and accountability.

Table II. Workplace Professional Practice of Teacher

Indicators	Mean	Descriptive Levels
Workload	4.32	Very High
Control	4.00	High
Reward	4.23	Very High
Community	4.14	High
Fairness	4.14	High
Overall	4.16	High

The result of the study corroborates the statement of Babic, Mercer, Mairitsch, Gruber & Hempkin (2022) who noted that one key importance of professional practice is its influence on teaching effectiveness and student achievement. Teachers who plan lessons strategically, employ research-based instructional strategies, and assess students’ progress regularly can address diverse learning needs more effectively.

The result of the study reinforces the statement of Stalmeijer & Varpio (2021) who declared that workplace professional practice fosters collaboration, ethical responsibility, and continuous growth. Teachers who adhere to professional standards communicate respectfully, collaborate with colleagues, participate in professional development, and uphold ethical responsibilities toward students. These practices strengthen trust among staff, students, and parents, promote a positive school culture, and support lifelong learning.

Significance on the Relationship between Task Performance Competencies of School Head and Workplace Professional Practice of Teacher

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.602 with a probability value of $p < 0.01$ which is significant at 0.05 level. Hence the null hypothesis which states that there is no significant relationship between task performance competencies of school head and workplace professional practice of teacher is rejected.

The result of the study is in agreement with the statement of Akporehe & Asiyai (2023) who acknowledged that The significant relationship between the task performance competencies of a school head and the workplace professional practice of teachers lies in the way effective school leadership directly shapes teacher behavior, professional standards, and overall school performance. Task performance competencies, such as planning, organizing, decision-making, monitoring, and managing resources, enable a principal to provide clear direction, set priorities, and create systems that support teachers in executing their professional responsibilities. When school heads demonstrate high task performance, teachers are more likely to model professionalism, manage classrooms effectively, engage in instructional planning, and collaborate with colleagues.

Table III. Significance on the Relationship between Task Performance Competencies of School Head and Workplace Professional Practice of Teacher

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Task Performance Competencies of School Head and Workplace Professional Practice of Teacher	0.602	0.000	Reject

The result of the study reflects the statement of Shahzadi & Batool (2023) who reported that strong task performance by school heads enhances instructional support and accountability, which in turn strengthens teachers' workplace practices. Principals who actively supervise classroom instruction, provide feedback, and monitor academic outcomes ensure that teachers maintain high-quality teaching, fair assessment practices, and effective workload management. Research in educational leadership, such as studies by Kenneth Leithwood, shows that school heads' leadership directly influences teacher performance, job satisfaction, and commitment, which are critical components of professional practice. Clear expectations and structured guidance reduce ambiguity and allow teachers to focus on instructional quality, classroom management, and student engagement.

The result of the study confirms the statement of Aquino, Afalla & Fabelico (2021) who noted that task performance competencies foster a supportive and collaborative school culture that encourages continuous professional growth. Principals who allocate resources for professional development, recognize teacher accomplishments, and model ethical and effective management promote fairness, accountability, and collaboration among staff. Teachers in such environments demonstrate stronger professional practices, including maintaining equitable classroom management, integrating culturally responsive instruction, and engaging with the school community. Ultimately, the relationship is significant because the effectiveness of a school head's task performance creates the conditions for teachers to practice at their highest professional standards, leading to improved student learning outcomes and overall school effectiveness.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of task performance competencies of school head. This means that the provisions relating to task performance competencies of school head is oftentimes observed. The study revealed a high level of workplace professional practice of teacher. This indicates that the provisions relating to workplace professional practice of teacher are embodied in the item is always manifested. The results of the study also confirm that there is a significant relationship between task performance competencies of school head and workplace professional practice of teacher. This implies that the higher the task performance competencies of school head, the higher is the workplace professional practice of teacher. Thus, the null hypothesis of no significant relationship between task performance competencies of school head and workplace professional practice of teacher was rejected.

VI. RECOMMENDATIONS

The results of this study revealed that there is a high level of task performance competencies of school head. The researcher recommends that school heads may improve in the area of personal skills as this obtained the lowest rating among all the indicators. The school heads may practice stress-management techniques such as mindfulness, meditation, or breathing exercises to maintain clarity during high-pressure situations; engage in peer coaching or mentoring with other experienced principals to gain perspective during challenging situations; develop a habit of separating data from personal feelings when evaluating situations; rely on evidence-based decision-making; conduct regular self-assessments using leadership evaluation tools or surveys; collect structured feedback from teachers, staff, and students about how leadership decisions affect school climate and performance; practice proactive planning to anticipate potential challenges and reduce stress; learn conflict-resolution techniques to manage tense situations without losing composure; establish regular feedback channels, such as anonymous surveys or suggestion boxes, for teachers and staff, and demonstrate openness to feedback by acknowledging insights and implementing actionable improvements.

The study revealed a high level of workplace professional practice of teacher. The researcher recommends that teachers may improve in the area of control as this has the lowest mean rating among all the indicators. The teachers may teachers may prioritize tasks by importance and deadlines using tools such as to-do lists or digital planners by breaking larger tasks into smaller, manageable steps to reduce overwhelm; alternate between high-intensity and lower-intensity tasks to maintain energy and productivity; practice mindfulness or relaxation techniques to reduce stress during prolonged work periods; set boundaries between work and personal time; avoid checking emails or grading outside of designated work hours, and focus on high-impact tasks that directly affect student learning and outcomes.

Principals may provide clear guidance on priority tasks and expectations for teachers; ensure administrative duties are reasonable and aligned with instructional responsibilities; encourage a balanced schedule that avoids excessive continuous work periods; monitor workloads to ensure teachers are not consistently overloaded with high-intensity tasks; review teacher workload regularly and redistribute non-instructional tasks to administrative support where feasible; recognize and respect teachers' personal time by minimizing after-hours meetings and communications; promote initiatives that support teacher well-being, such as wellness programs or flexible scheduling; ensure teachers have structured planning periods to focus on core instructional work, and align school policies and expectations to allow teachers sufficient time for meaningful instruction and student support.

Teachers may engage actively with leadership by participating in meetings, feedback sessions, and collaborative planning to align your professional practice with school goals set by the principal by providing constructive feedback: share observations about school leadership's support, resource allocation, and clarity of expectations to help the principal enhance task performance; reflect on professional practice by aligning your classroom management, planning, and instructional strategies with school-wide priorities and leadership guidance, and collaborate and communicate by maintaining open communication with the principal to ensure your professional tasks are aligned with organizational objectives.

Principals may strengthen task performance competencies by enhancing planning, organizing, monitoring, and decision-making skills to support teachers' professional responsibilities effectively; provide clear direction and support by setting clear expectations, timelines, and resources for teachers to execute their work efficiently, regularly monitor and evaluate by observing classroom practices, provide constructive feedback, and assess the impact of leadership on teachers' professional performance, and foster a collaborative environment by encouraging teamwork, mentorship, and professional learning communities to support teachers' growth and workplace practice.

District supervisors may support principal development by providing training programs and professional development focused on strategic planning, leadership, and administrative skills to strengthen school heads' task performance; monitor leadership effectiveness by conducting evaluations of school heads to ensure their competencies positively influence teacher performance and student outcomes; promote alignment across schools by encouraging consistent policies, best practices, and frameworks that link principal task performance to teacher professional practice, and allocate resources for school improvement by ensuring principals and teachers have adequate tools, staffing, and materials to implement professional practices effectively.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

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