

Examining the Impact of Administrators' Support Systems on Teachers' Instructional Competence in the New Normal Era

Jomary P. Nagdaparan*, Mariel E. Nagdaparan

Kulaman Elementary School, Department of Education, Arakan, North District, Philippines

*Corresponding Author Email: foesgrina@cfcst.edu.ph

Date received: February 3, 2025

Date revised: February 24, 2025

Date accepted: March 14, 2025

Originality: 95%

Grammarly Score: 99%

Similarity: 5%

Recommended citation:

Nagdaparan, J., Nagdaparan, M. (2025). Examining the impact of administrators' support systems on teachers' instructional competence in the new normal era. *Journal of Interdisciplinary Perspectives*, 3(4), 181-192.

<https://doi.org/10.69569/jip.2025.057>

Abstract. A coordinated administrative approach in managing human resources, ensuring that teaching staff is well-supported and adequately trained, is paramount. This study investigates the relationship between administrators' support systems and the instructional competence of teachers in the context of the new normal education. Specifically, it explores: (1) the level of administrative support provided by school leaders, (2) the instructional competence of teachers, and (3) the influence of administrative support on teachers' performance. A quantitative, descriptive-correlational approach was employed, involving 10 school heads and 50 teachers from public elementary schools in the Arakan North District, utilizing complete enumeration sampling, weighted mean, Pearson's r , and multiple regression analysis. Findings indicate that school administrators demonstrate high competency in managing staffing needs, particularly socio-emotional and teaching skills. Furthermore, staffing plans and identifying staffing needs significantly influence teachers' instructional competence, particularly in teaching approaches. Teachers were found to exhibit competent teaching skills, with teaching approaches and cognitive skills being strongly influenced by administrators' efforts in staffing. School heads' proactive involvement in personnel planning and resource allocation is crucial for continuously improving instructional practices. It suggests that administrators focus on identifying staffing needs, aligning personnel planning with organizational goals, and utilizing available resources to enhance the professional development of teachers. These insights can guide school administrators in strategically improving instructional quality.

Keywords: Administrators' support system; Instructional competence; New normal education; Teachers' performance; Staffing plan.

1.0 Introduction

Educational leadership plays a crucial role in shaping effective policies and ensuring the overall success of schools. School principals and administrators are central in establishing learning environments that foster student achievement and teacher effectiveness (Walker & Qian, 2015). Across various educational systems, school leadership has been increasingly recognized as a key determinant of school performance, with administrators bearing the responsibility of implementing policies, overseeing teaching strategies, and ensuring the availability of resources. Strong leadership within schools contributes to higher levels of student engagement, teacher motivation, and academic achievement (Hallinger, 2013). As educational institutions strive for continuous

improvement, the role of school administrators in shaping instructional quality has garnered widespread attention.

Effective school leadership is often linked to national and international efforts to enhance education systems. Governments worldwide have implemented various educational reform policies, emphasizing the role of administrators in driving student success. One notable example is the No Child Left Behind Act of 2002 in the United States, which sought to improve school performance through increased accountability and leadership-driven interventions (Gentilucci, 2007). Similarly, in developing nations, administrators play a pivotal role in ensuring that schools operate efficiently, especially in the face of economic and logistical challenges. Research highlights that leadership influences student learning outcomes second only to direct classroom instruction, underscoring the profound impact of effective school management (Leithwood, 2005). These findings reinforce the need to explore how administrators' decisions and support mechanisms contribute to instructional competence.

While education leadership has been extensively studied, the role of school administrators in directly supporting teachers remains an area that requires further exploration. The COVID-19 pandemic has significantly disrupted traditional educational models, forcing schools to adapt to new learning modalities, such as modular, blended, and online instruction (Zhao, 2020). Teachers face unprecedented challenges in this rapidly changing educational landscape, including adapting to technology-driven teaching, addressing students' socio-emotional needs, and managing instructional gaps. These challenges highlight the growing importance of administrative support in equipping teachers with the necessary skills, resources, and professional development opportunities to navigate the evolving education system effectively. However, existing research has yet to thoroughly examine how school administrators' interventions directly impact teachers' instructional competence in this "new normal" education.

School administrators, particularly school heads, play a critical role in shaping the environment and functioning of educational institutions by managing resources, setting a vision, and ensuring the execution of academic competencies. Their leadership is especially crucial during times of crisis, such as the COVID-19 pandemic, which forced a global reassessment of educational practices and required the rapid adoption of remote or hybrid learning models (Zhao, 2020). This disruption highlighted the importance of long-term planning and the reevaluation of leadership strategies, as administrators were required to guide schools through challenges while managing staffing needs. Effective school leadership goes beyond daily operations; it involves proactive development of comprehensive staffing strategies that include both permanent and temporary staffing options to meet the evolving needs of students and staff. Such staffing strategies must align with the school's strategic goals and the community's broader needs, particularly during uncertain times like the pandemic (Picincu, 2019; Brandenburg, 2017).

In addition to managing staffing plans, school administrators must strengthen personnel support systems to ensure educators have the necessary resources to succeed. This includes providing professional development programs to help teachers adapt to new teaching formats, manage online or hybrid instruction effectively, and offer support to students with unique needs, such as those with disabilities or those from disadvantaged backgrounds (Hattie, 2009; Marzano, 2012). The pandemic exposed the deep inequalities in education access and highlighted the fragility of for-profit educational models, further underscoring the need for strong leadership in balancing academic priorities with community needs (Ravitch, 2020; Van Barneveld, 2020). Effective leadership in times of crisis requires vision, adaptability, and resilience, as administrators must respond flexibly to changing circumstances and integrate new technologies while maintaining strong pedagogical standards (Leithwood et al., 2020; Harris, 2020). This moment presents an opportunity for administrators to transform leadership practices, creating more flexible, inclusive, and resilient educational systems adaptable to current and future challenges.

The COVID-19 pandemic has disrupted education globally, highlighting the need for advanced research methodologies to capture the evolving nature of this transformation (Fetters & Molina-Azorin, 2020). Effective teaching is critical for ensuring academic success, particularly in core subjects like reading and math (Heck, 2008). Instructional competence goes beyond content delivery; it fosters critical thinking, engagement, and student participation, contributing to better academic outcomes. Effective teaching strategies must be dynamic, adapting to diverse learning styles and needs (Darling-Hammond, 2009). Classroom management, which is essential for

fostering a positive learning environment, requires teachers to address classroom challenges, promote student self-motivation, and maintain effective communication (Kellough, 2003; Muijs, 2011). Teachers must also recognize and address their students' unique characteristics and developmental needs (ADPRIMA, 2010). Furthermore, cognitive skills, such as critical thinking and problem-solving, are essential for effective teaching, enabling teachers to communicate complex information meaningfully (Harwell, 2003).

In addition to cognitive skills, social-emotional competence is crucial for creating a positive learning environment. Teachers' emotional connection with students enhances classroom dynamics and student engagement, directly influencing academic achievement (Randel, 2016; Skupa, 2016). Teachers must be equipped to support students' emotional development, promoting resilience and reducing emotional distress. The pandemic has underscored the need for trauma-informed teaching practices, as many students have experienced varying degrees of trauma (Griffiths et al., 2020). In response to the crisis, educators have had to leverage technology to sustain learning, but the role of the teacher remains central to fostering a supportive learning environment (Harris & Jones, 2012; Hargreaves, 2020). The challenge for educators moving forward is to balance instructional pedagogy with the integration of technology, ensuring both contribute to transformative educational experiences.

The lack of systematic studies on this issue presents a critical gap in the literature. While some research acknowledges the importance of administrative leadership in general, there remains limited empirical evidence on how administrators' support systems—such as staffing plans, personnel allocation, and professional development programs—contribute to teachers' instructional effectiveness. This gap is particularly pronounced in rural and resource-limited areas, where administrative interventions may be crucial in ensuring the success of educational delivery. Given that teachers are the primary facilitators of learning, understanding how administrative decisions influence their competencies is essential for improving both instructional quality and student learning outcomes. By examining the relationship between administrators' support systems and teachers' instructional competence, this study aims to provide insights into best practices for leadership-driven educational improvement.

To address this gap, this study explores the relationship between administrators' support systems and the instructional competence of teachers in the context of new normal education. Specifically, it aims to determine the level of administrative support provided regarding staffing plans, staffing needs, and personnel support. Additionally, it examines the instructional competence of teachers across various dimensions, including teaching-learning strategies, teaching approaches, cognitive skills, and socio-emotional skills. The study investigates whether a significant relationship exists between administrators' support systems and teachers' instructional competence and whether administrative interventions have a measurable influence on teachers' effectiveness. By identifying key areas of administrative impact, this research seeks to inform policies and strategies that enhance school leadership, ultimately fostering a more resilient and adaptive education system in the post-pandemic era.

2.0 Methodology

2.1 Research Design

This study employed a quantitative descriptive-correlational methodology to explore the relationship between administrators' support systems and teachers' instructional competence (Figure 1). The independent variables consist of the administrators' support system, which includes staffing plans, staffing needs, and personnel support. In contrast, the dependent variables focus on instructional competence, including teaching-learning strategies, teaching approaches, cognitive skills, and social-emotional development (Kothari, 2004). The analysis revealed a strong correlation between input, process, and output, contributing significantly to student academic success. Effective school heads who strategically plan for the future needs of their institutions enhance the teaching-learning process, ultimately improving student performance. Conversely, a lack of clear institutional vision or a shared understanding of goals can render instructional processes ineffective, undermining the overall educational system's effectiveness (Day & Sammons, 2014; Ndyali, 2013; Bottoms & Schmidt-Davis, 2010).

2.2 Research Locale

The researchers conducted this study among the public elementary schools under the Arakan North District. This northernmost municipality of Cotabato Province is a 69,322-hectare, first-class municipality with primarily mountainous terrain. Of its 28 barangays, ten (10) are under the Department of Education Arakan North District:

Anapolon, Binoongan, Datu Mantangkil, Katipunan, Napalico, Datu Ladayon, Gambodes, Kabalantian, Kulaman Valley, and Sumalili (Department of Interior and Local Government, 2013). To obtain the total number of respondents in the study, the researchers used complete enumeration (Efron, 1982) of the 10 school heads and 50 teachers from different DepEd Arakan North District schools.

2.3 Research Instrument

The authors used a researcher-made questionnaire subjected to the Cronbach's Alpha reliability test. This checklist was evaluated and yielded a score of 0.92 ("Good Coefficient"). Part I comprised the level of administrators' support system regarding staffing plan, staffing needs, and personnel support. Part II assessed teachers' instructional competence, such as teaching-learning skills, teaching approaches, cognitive skills, and social-emotional skills.

2.4 Data Gathering Procedure

The researchers wrote a letter expressing their desire and requesting permission to conduct the study. This letter was sent to the Arakan North District Schools District Supervisor for approval. After receiving approval from the district school supervisor, they forwarded a copy to the elementary school heads. They then handed out the survey questionnaires to the target respondents. Finally, they collected the questionnaires and thanked the respondents for their time.

2.5 Statistical Analysis

This study used descriptive statistics to analyze and interpret the data acquired (Kaur et al., 2018). The study used weighted mean to determine the administrators' support system and instructional competence of teachers. Pearson Product Moment Correlation/Pearson r (Pearson, 1908) was the instrument used to assess the degree of association of the relationship between the administrators' support system, and the instructional competence of teachers. To assess the influence of the indicators stated in the independent and dependent variables, multiple linear regression (Pearson, 1908) was utilized.

2.6 Ethical Consideration

In this study, the researchers followed ethical procedures (Hammersley & Traianou, 2012) by processing the gathered data in strict privacy (Strydom, 2011) to protect the respondents' personal information and identifiable qualities. Also, they made sure that the data were not altered, which could affect the results. The teacher-respondents were knowledgeable about the study and partook freely rather than being pressed or compelled. The researchers also followed the five essential principles of ethical research—beneficence or no harm to participants (Bless & Higson-Smith, 2000); confidentiality of data shared; anonymity of research respondents; and reciprocity (Halai, 2006) – the teachers were free to partake (or not) or pull out from the study (at any time) without consequence for whatsoever reason, including uneasiness, embarrassment, etc. The researchers also established trust with the respondents and clarified that the answers would not be shared with anyone else (Hammersley & Traianou, 2012). Additionally, before starting this research, the researchers followed the stipulated criteria and avoided plagiarism. If the data were erroneous, it was the responsibility of the researchers to fix it. Additionally, as researchers, they correctly referenced the authors who provided quotes for this study. After the survey was finished, they gave some souvenirs to the respondents to show their sincere appreciation for their support in the survey.

3.0 Results and Discussion

3.1 Level of Administrators' Support System

Staffing Plan

School administrators in the Arakan North District have demonstrated strong support in developing and implementing staffing plans (Table 1) that align with the Department of Education's budget and strategic goals, especially in the context of the new normal in education. They proactively predict staffing needs and ensure staffing decisions align with available resources and educational priorities. Administrators also carefully map out the required number of positions and skills for each role, ensuring that schools are staffed with the right personnel to meet the demands of students and the local community. This comprehensive approach underscores the importance of strategic staffing decisions, as a dedicated workforce is crucial to a school's success. Administrators recognize that a school cannot achieve its goals without effective staffing. The challenges posed by the COVID-19

pandemic have made staffing planning more complex, highlighting the difficulty of making long-term predictions in an environment marked by uncertainty and constant change (Azorin, 2020). Nevertheless, administrators are committed to forecasting staffing needs, accounting for short- and long-term requirements, and adapting to evolving circumstances (Picincu, 2019; Brandenburg, 2017). By aligning staffing decisions with the institution's goals and the broader community's needs, administrators contribute to a thriving educational environment despite the ongoing disruptions.

Table 1. *Administrators' support system in the new normal education in terms of staffing plan*

The school heads/administrators ...	Mean	Description
1. ...develop a concrete staffing plan	4.56	Highly Supportive
2. ...map out the exact number of positions needed by the organization and the skills and qualifications required for each person.	4.42	Supportive
3. ...hire staff by budget and goals.	4.54	Highly Supportive
4. ...coordinate personnel planning with HR department	4.44	Supportive
5. ...predict staffing needs for the upcoming year.	4.58	Highly Supportive
Weighted Mean	4.62	Highly committed

Staffing Needs

School administrators in the Arakan North District strongly support staffing needs (Table 2), with a high commitment to ensuring schools are adequately staffed despite the challenges posed by the COVID-19 pandemic. Administrators focus on aligning staffing decisions with the school development plan, actively supporting the planning and staffing processes to ensure that teaching and non-teaching staff are hired as needed. They recognize the importance of expanding the workforce as the student population grows, particularly in the mountainous region where schools face unique challenges. Administrators work closely with the DepEd Cotabato Division Office to request additional staff, ensuring that educational services adapt to the community's evolving needs. Effective human resource management is critical during crises like the COVID-19 pandemic. School heads must quickly identify and address staffing needs to prevent delays in fulfilling essential functions such as providing instructional support and meeting project goals (Jewett & MacPhee, 2012). The role of designated leaders in managing human resources during emergencies is vital to ensure staffing requirements are met efficiently and effectively (CARE International, 2010). Administrators' proactive approach in managing staffing ensures that schools can deliver quality education and support the community's needs.

Table 2. *Administrators' support system in new normal education in terms of staffing needs*

The school heads/administrators ...	Mean	Description
1. ...ensure that there is sufficient human resource to support the instructional program.	4.78	Highly Supportive
2. ...support planning for staffing needs to implement project proposals.	4.40	Supportive
3. ...include predicted staffing based on planned organizational development.	4.66	Highly Supportive
4. ...conduct meeting to determine staffing needs of all offices needing personnel.	4.38	Supportive
5. ...finalize hiring based on staffing needs as planned.	4.60	Highly Supportive
Weighted Mean	4.56	Highly Supportive

Personnel Support

The data (Table 3) show that administrators in the Arakan North District strongly support personnel, with an overall mean of 4.46, categorized as "Supportive." Administrators excel in using various instructional methods and assisting staff in extra-curricular activities.

Table 3. *Administrators' support system in new normal education in terms of personnel support*

The school heads/administrators ...	Mean	Description
1. ...use a wide variety of instructional methods, and educational services.	4.66	Highly Supportive
2. ...use school resources to help accelerate learning progress.	4.44	Supportive
3. ...conduct training workshop and seminars to enhance standards in instruction.	4.28	Supportive
4. ...assist staff to gain focus in extra-curricular activities.	4.56	Highly Supportive
5. ...acquire school facilities in support to school activities.	4.36	Supportive
Weighted Mean	4.46	Supportive

They also support utilizing school resources to enhance learning progress, conduct training workshops, and acquire facilities for school activities. This comprehensive support demonstrates the administrators' understanding of the need to equip teachers with resources and professional development to boost their confidence and effectiveness in the new normal. The findings align with research by Kensington-Miller (2011) and

Hattie (2009), which indicate that such support improves teacher performance and student outcomes. However, there is potential for further enhancement, particularly in areas such as training and resource optimization. These efforts are essential for ensuring that educators can continue to deliver high-quality education amidst ongoing challenges.

3.2 Instructional Competence of Teachers

Teaching Skills

The instructional competence of teachers in the Arakan North District (Table 5) is high, with an overall mean of 4.44, classified as "Competent." Teachers excel in providing effective teaching methodologies and using evidence-based competencies. They are proficient in assigning teacher loads according to expertise, utilizing learning activities to enhance their knowledge and skills, and encouraging effective student learning. These results reflect the rigorous selection and ongoing training teachers undergo, ensuring their competence in content and pedagogy. This suggests that regardless of their deployment area—urban, suburban, rural, or hinterland—teachers are competent in their profession. The findings align with research on the impact of the pandemic on education. Studies, such as those by Fetters and Molina-Azorin (2020), emphasize the importance of adapting teaching practices to current challenges. Ongoing professional development is critical in ensuring that teachers remain competent and ready to face the evolving demands of education.

Table 5. *Instructional competence of teachers in new normal education in terms of teaching skills*

The teachers...	Mean	Description
1. ...use evidence-based competencies.	4.46	Competent
2. ...assign teacher's load according to expertise.	4.36	Competent
3. ...utilize learning activities to strengthen their knowledge and skills.	4.46	Competent
4. ...encourage learners to learn effectively.	4.40	Competent
5. ...provide effective teaching methodologies or approaches.	4.50	Highly Competent
Weighted Mean	4.44	Competent

Teaching Approaches

Teachers in the Arakan North District demonstrate high competence in their teaching approaches (Table 6), with an overall mean of 4.54, classified as "Highly Competent." Teachers excel in motivating students to think critically and in using meaningful questions to achieve teaching objectives, both scoring 4.68. They are equally proficient in employing various techniques to make questions more understandable and in relating lessons to real-life situations. Additionally, teachers motivate students to analyze and identify tasks within a question. These results indicate that teachers are well-equipped with diverse pedagogical strategies that engage students and make learning relevant to their everyday experiences. The findings reflect teachers' commitment to continuously improving their teaching practices through ongoing professional development. This enhances their teaching styles, which positively impacts student learning outcomes. As ADPRIMA (2010) emphasizes, effective teaching requires not only technical skills but also qualities such as common sense, fairness, and an understanding of students' psychological and developmental needs. These qualities are essential for fostering critical thinking and analytical skills in students, contributing to a productive learning environment.

Table 6. *Instructional competence of teachers in new normal education in terms of teaching approaches*

The teachers...	Mean	Description
1. ...motivate the learners by answering the question effectively to develop critical thinking.	4.68	Highly Competent
2. ...motivate the learners to analyze and identify specific learning tasks in the given question.	4.30	Competent
3. ...use interesting and meaningful question effectively in achieving teaching objectives.	4.68	Highly Competent
4. ...relate lessons to the existing conditions and real-life situation to answer to probable question.	4.38	Competent
5. ...use different techniques, approaches and strategies to make the question more understandable.	4.68	Highly Competent
Weighted Mean	4.54	Highly Competent

Cognitive Skills

Teachers in the Arakan North District exhibit strong cognitive skills (Table 7), with an overall mean of 4.49, classified as "Competent." Teachers are highly competent in delivering content and understanding the need to adjust instructional contexts, demonstrating their ability to adapt to the changing educational landscape. They also possess solid knowledge and skills in their subject areas, create conducive learning environments, and assess student performance effectively. These competencies are crucial for fostering an effective classroom dynamic where students can thrive and teachers can monitor their progress. The results suggest that teachers have a solid

foundation of content knowledge, which is essential for effective teaching at the basic education level. However, the data also underscores the importance of continuous improvement in teachers' content knowledge. As O'Connell (2009) notes, traditional professional development programs may not be sufficient, and exploring new methods to further develop teachers' expertise is key to enhancing instructional effectiveness.

Table 7. *Instructional competence of teachers in new normal education in terms of cognitive skills*

The teachers...	Mean	Description
1. ... increased understanding on the need to change instructional contexts.	4.66	Highly Competent
2. ... increased and deeper knowledge and skills on content.	4.32	Competent
3. ... increased knowledge on how to provide learning environment conducive for classroom interaction.	4.36	Competent
4. ... increased effectiveness on delivery of content.	4.70	Highly Competent
5. ... increased knowledge and effectiveness in assessment of students' performance.	4.42	Competent
Weighted Mean	4.49	Competent

Socio-Emotional Skills

Teachers in the Arakan North District exhibit high socio-emotional skills (Table 8), with an overall mean of 4.58, classified as "Highly Competent." They excel in maintaining a positive attitude toward students, communicating effectively with them, and fostering interpersonal relationships with peers. These competencies highlight the emotional intelligence (EQ) required to create a supportive and productive classroom environment. Teachers also demonstrate strong efficacy, and are skilled at enhancing students' class interaction, showing their ability to manage emotions and promote collaboration among students. In the new normal education environment, these socio-emotional skills are essential for supporting students' learning and well-being. The high socio-emotional competence displayed by teachers suggests that they can manage diverse student behaviors with patience, emotional control, and focus, even under pressure. These abilities contribute to a positive learning atmosphere where students can excel academically and socially. This aligns with Skupa's (2016) research, which emphasizes the importance of social-emotional learning (SEL) in enhancing academic performance and interpersonal skills. Promoting SEL in schools helps improve emotional well-being, reduces distress, and supports students in coping with adversity, leading to better educational outcomes.

Table 8. *Instructional competence of teachers in new normal education in terms of socio-emotional skills*

The teachers...	Mean	Description
1. ... increased sense of efficacy.	4.58	Highly Competent
2. ... enhanced positive attitude towards students.	4.74	Highly Competent
3. ... enhanced attitude towards the improvement of students' class interaction.	4.42	Competent
4. ... enhanced manner of communication with students.	4.56	Highly Competent
5. ... improved interpersonal relationship with peers in the classroom.	4.62	Highly Competent
Weighted Mean	4.58	Highly Competent

3.3 Relationship between the Administrators' Support System and the Instructional Competence of Teachers Staffing Plan and Instructional Competence of Teachers

The results (Table 9) indicate that there is no significant relationship between administrators' support in staffing needs and teachers' instructional competence in areas such as teaching abilities ($pr = 0.1419ns$, probability = 0.1589), teaching approaches ($pr = 0.0973ns$, 0.3356), cognitive skills ($pr = 0.1533ns$, probability = 0.1279), and socio-emotional skills ($pr = 0.0279ns$). This suggests that the level of support from administrators does not impact teachers' competence in these areas. The hypothesis of the study is accepted, confirming that administrative support and instructional competence are independent variables. This finding implies that teachers are able to perform their tasks effectively regardless of the level of support or supervision they receive from school heads. It reflects the intrinsic dedication of teachers, who continue to work hard for the benefit of students, even without constant administrative oversight. Additionally, Picincu (2019) highlights that while constructing a staffing plan is essential to addressing staffing needs, it does not directly affect the teaching skills of teachers once they are hired and in place.

Table 9. Correlation matrix showing the relationship between the administrators' support system and the instructional competence of teachers

Administrators' Support System		Teaching Skills	Teaching Approaches	Cognitive Skills	Socio-Emotional Skills
Staffing Plan	Pearson r	0.1419 ^{ns}	0.0973 ^{ns}	0.1533 ^{ns}	0.0279 ^{ns}
	Probability	0.1589	0.3356	0.1279	0.7832
	N	100	100	100	100
Support on Staffing Needs	Pearson r	-0.0566 ^{ns}	-0.0285 ^{ns}	0.0747 ^{ns}	-0.0464 ^{ns}
	Probability	0.5761	0.7782	0.4599	0.6466
	N	100	100	100	100
Personnel Support	Pearson r	0.0212 ^{ns}	0.0676 ^{ns}	0.1315 ^{ns}	0.0274 ^{ns}
	Probability	0.8343	0.5040	0.1922	0.7865
	N	100	100	100	100

ns = not significant

Support on Staffing Needs and Teaching Competence of Teachers

The results (Table 9) show that administrators' support for staffing needs has no significant relationship with teachers' instructional competence in areas such as teaching abilities ($pr = -0.0566^{ns}$, probability = 0.5761), teaching approaches ($pr = -0.0285^{ns}$), cognitive skills ($pr = 0.0747^{ns}$), and socio-emotional skills ($pr = -0.0464^{ns}$). This suggests that the support administrators provide does not directly improve teachers' competencies in these areas. Since the probability values are above the 5% significance level, the hypothesis is accepted, confirming that staffing support does not significantly influence instructional competence. These findings imply that teachers' performance is more influenced by their selection and training prior to joining the school system rather than by ongoing administrative support. However, administrators still play a crucial role in ensuring sufficient staffing to support instructional programs. Proper anticipation and planning for staffing needs are essential to avoid delays in meeting staffing requirements. It is recommended that a Human Resource Officer manage staffing needs to ensure schools have the necessary personnel to meet their goals (CARE International, 2010).

Personnel Support and Instructional Competence of Teachers

The results in Table 9 show that administrators' personnel support has no significant relationship with teachers' instructional competence in areas such as teaching abilities ($pr = 0.0212^{ns}$, probability = 0.8343), teaching approaches ($pr = 0.0676^{ns}$, probability = 0.5040), cognitive skills ($pr = 0.1315^{ns}$, probability = 0.1922), and socio-emotional skills ($pr = 0.0274^{ns}$, probability = 0.7865). With probability values above the 5% significance level, the hypothesis is accepted, indicating that personnel support does not correlate with teaching competence. These findings suggest that while administrators may offer strong support, this does not directly improve teachers' competence. Teaching skills are largely established during the hiring process through screening and testing by the Department of Education. The level of support from school heads after employment does not significantly affect teachers' instructional performance. However, effective school leadership, as emphasized by Leithwood et al. (2020), remains essential in fostering a positive and productive school environment, even if it does not directly impact instructional competence, which is primarily influenced by initial training and selection.

3.4 Influence of the Administrators' Support System on Instructional Competence of Teachers

Administrators' Support System on Teaching Skills

The results (Table 10) show that administrators' overall support system significantly influences teachers' instructional competence in teaching skills, with an f -value of 2.996 and a probability value less than 0.05, meaning administrators' support accounts for 8.60% of the variation in teaching skills. However, 91.40% of the variance is attributed to other factors not included in the study. Among the components of support, staffing plans and support for staffing needs were identified as key predictors of teaching skills, indicating that effective planning and staffing are crucial for ensuring schools have the right human resources. However, a negative significant influence was found between administrators' support on staffing needs and teaching skills, suggesting that while administrators support staffing needs, it does not improve teachers' teaching skills. This contrasts with previous studies by Mulford (2003) and Francis and Oluwatoyin (2019), which suggested a positive relationship between administrative support and teaching efficacy. The negative impact may be due to the limitations within the DepEd structure, where school heads have limited control over hiring, identifying, or training teachers, as these responsibilities lie with the Schools Division Office (DepEd Orders 7, 2015; 3, 2016). While administrative support

is important, improving teaching skills and educational outcomes ultimately depends on having well-trained teachers, as emphasized by Darling-Hammond (2009).

Table 10. Influence of the administrators' support system on teaching skills

Administrators' Support System	Coef. B	Std. Error	t - value	Probability
(Constant)	4.14	0.55	7.45	0.0000
Staffing Plan	0.47	0.18	2.56	0.0120*
Support on Staffing Needs	-0.53	0.23	-2.25	0.0264*
Personnel Support	0.14	0.23	0.59	0.5515 ^{ns}

R² = 0.086, Probability = 0.035, F - Value = 2.996, * = significant, ns = not significant

Administrators' Support System on Teaching Approaches

Table 11 shows that administrators' support, particularly regarding staffing needs, significantly influences teaching approaches. With a t-value of -2.0802 and a probability value of 0.0402, this support accounts for 5.2% of the variation in teaching approaches, while the remaining 94.8% is influenced by other factors. This suggests that while administrative support in staffing has some impact, its effect is minimal. Ensuring adequate staffing is essential for enhancing teaching effectiveness, and though teaching approaches are shaped primarily by training from the Department of Education, administrative support boosts teachers' confidence, encouraging them to adopt new pedagogical strategies. However, a negative significant influence was found between administrators' support on staffing needs and teaching approaches, indicating that despite efforts to support staffing, it does not directly improve teaching methods. This is explained by the fact that school heads lack direct control over teacher selection, hiring, and training, as these responsibilities lie with the Division or Regional Offices (DepEd Orders 7, 2015; 3, 2017). The results also highlight the need for a dedicated Human Resources team to address staffing challenges, particularly during crises like the COVID-19 pandemic (CARE International, 2010). As Darling-Hammond (2009) emphasizes, effective teaching requires adopting specific strategies that help students achieve satisfactory outcomes, especially in challenging times, ultimately improving student performance.

Table 11. Influence of the administrators' support system on teaching approaches

Administrators' Support System	Coef. B	Std. Error	t - value	Probability
(Constant)	4.27	0.54	7.84	0.0000
Staffing Plan	0.23	0.17	1.31	0.1916 ^{ns}
Support on Staffing Needs	-0.48	0.23	-2.08	0.0402*
Personnel Support	0.31	0.23	1.37	0.1716 ^{ns}

R² = 0.052, Probability = 0.159, F - Value = 1.765, * = significant, ns = not significant

Administrators' Support System on Cognitive Skills of Teachers

The administrators' support system (Table 12) has no significant impact on the cognitive skills of teachers. The support system accounts for only 3.6% of the variation in cognitive skills, meaning that 96.4% of the variation is influenced by other factors not included in the study. This suggests that administrative support, whether through staffing plans, staffing needs, or personnel support, does not significantly affect teachers' cognitive abilities. Teachers are hired based on academic qualifications such as PRC Board passing, satisfactory college grades, and a rigorous selection process, ensuring they possess the necessary cognitive abilities to effectively teach, regardless of administrative support. As O'Connell (2009) points out, traditional professional development programs may not significantly enhance teacher efficacy. His study found no difference in student development between teachers who participated in professional development and those who did not. This suggests that teachers' cognitive skills are primarily shaped by their qualifications and personal dedication, rather than by administrative support.

Table 12. Influence of the administrators support system on cognitive skills

Administrators' Support System	Coef. β	Std. Error	t - value	Probability
(Constant)	3.79	0.53	7.07	0.0000
Staffing Plan	0.19	0.17	1.11	0.2658 ^{ns}
Support on Staffing Needs	-0.25	0.23	-1.09	0.2769 ^{ns}
Personnel Support	0.21	0.22	0.93	0.3534 ^{ns}

R² = 0.036, Probability = 0.315, F - Value = 1.198, ns = not significant

Administrators' Support System on Socio-Emotional Skills of Teachers

The results in Table 13 show that administrators' support system has no significant impact on teachers' socio-emotional skills. Only 2.4% of the variation in socio-emotional skills is attributed to administrative support, while

the remaining 97.6% is influenced by other factors. This suggests that administrators' support has little to no effect on teachers' socio-emotional capabilities. Teachers' socio-emotional skills, such as managing diverse student personalities and maintaining a positive attitude, are largely intrinsic and expected when entering the teaching profession, particularly in public schools. As noted by Fullan (2007), social-emotional effectiveness, along with professional growth and assessments, are key factors in improving teacher performance. Teachers' individual efficacy—confidence in their ability to manage and teach students—is linked to better teaching practices. Furthermore, collective efficacy, or shared belief in the school's success, contributes to improved performance. These findings imply that teachers' socio-emotional skills are primarily shaped by personal experience and inherent abilities, rather than administrative support.

Table 13. *Influence of the administrators support system on socio-emotional skills*

Administrators' Support System	Coef. β	Std. Error	t - value	Probability
(Constant)	4.58	0.53	8.53	0.0000
Staffing Plan	0.10	0.17	0.56	0.5727 ^{ns}
Support on Staffing Needs	-0.34	0.23	-1.50	0.1359 ^{ns}
Personnel Support	0.25	0.22	1.11	0.2691 ^{ns}

$R^2 = 0.024$, Probability = 0.506, F - Value = 0.783, ns = not significant

Figure 1 presents the modified framework of the study, showing that administrators' support system and teachers' instructional competence exist independently, meaning teachers perform effectively regardless of administrative support. This highlights the intrinsic dedication of teachers, who strive to benefit students even without constant oversight from school heads. Although administrators play a role in staff selection, the actual hiring and staffing of teaching personnel fall under the jurisdiction of the Division Office. Teachers' performance is primarily influenced by their selection and screening before entering the public school system. Administrators' focus is on ensuring sufficient staffing and anticipating future staffing needs based on the institution's development plans.

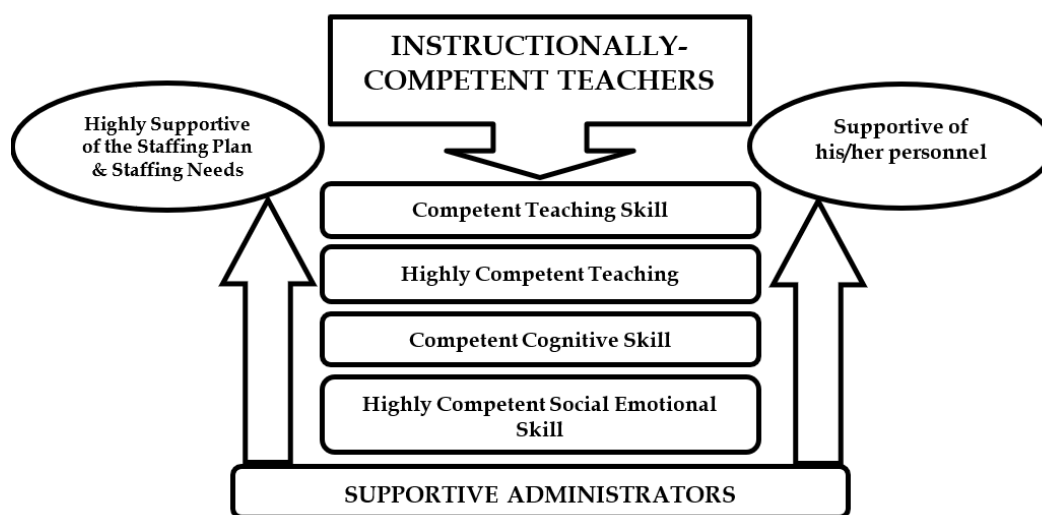


Figure 1. *Modified framework of the present study*

The study also shows that staffing plans and support for staffing needs are significant predictors of teaching abilities. By ensuring adequate staffing and resources, administrators can help sustain or improve the use of evidence-based teaching strategies. However, teaching approaches, while influenced by administrative support, are primarily shaped through training and seminars provided by the Department of Education. To improve instructional competence, the study recommends several interventions for school heads: mapping out staffing requirements and qualifications, engaging with the school community to assess staffing needs, requesting necessary facilities, and assigning tasks according to teachers' skills and expertise. These measures are essential for further enhancing the instructional competence of public elementary school teachers.

4.0 Conclusions

Based on the findings and the analysis of the data in the study, it can be concluded that administrators' support systems, while crucial, do not have a significant direct relationship with the instructional competence of teachers in the context of new normal education. The study revealed that while school heads and administrators are highly supportive in areas such as staffing plans and addressing staffing needs, their support does not directly impact teachers' teaching skills, cognitive skills, or socio-emotional competencies. Teachers in the Arakan North District are competent in these areas largely due to their professional qualifications, rigorous selection processes, and ongoing professional development. The study suggests that the role of administrators should primarily focus on ensuring sufficient staffing and resources to support instructional programs. However, it is clear that administrators' support in terms of personnel management alone does not necessarily enhance teachers' instructional competence. Instead, teachers' professional growth and effectiveness are largely shaped by their initial training, teaching experiences, and personal commitment to continuous development. Therefore, school leaders should prioritize strategic planning in staffing, resource allocation, and aligning educational goals with the broader development needs of the school community. In the face of challenges posed by the COVID-19 pandemic, the findings emphasize the need for administrators to remain proactive in managing staffing needs and ensuring that teachers are well-equipped to face the evolving demands of education. By providing continued support through training and resources, administrators can help maintain a positive and productive educational environment, but this should be accompanied by a recognition of the inherent competencies of the teachers themselves.

5.0 Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

6.0 Funding

The authors did not receive any funding for the conduct of this work – neither from public nor private institutions.

7.0 Conflict of Interests

The author declares that there is no conflict of interest in the conduct of this study and in the possible publication of this article.

8.0 Acknowledgment

The authors express their thanks and appreciation to the learners and teachers of DepEd Arakan North District, Municipality of Arakan, Province of Cotabato. Their active participation made this research possible.

9.0 References

- Azorin, C. (2020). Beyond COVID-19 supernova: Is another education coming? *Journal of Professional Capital and Community*, 5(3/4), 381-390. <https://doi.org/10.1108/JPC-05-2020-0019>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bless, C., & Higson-Smith, C. (2000). *Fundamentals of social research methods: An African perspective*. Cape Town: Juta and Company.
- Bottoms, G., & Schmidt-Davis, J. (2010). The three essentials: Improving schools requires district vision, district and state support, and principal leadership. Retrieved from <https://tinyurl.com/3ms55mxr>
- Brandenberg, D. (2017). Human resource planning activities. University of Vermont Extension: Drafting a staffing for your organization. Retrieved from <https://www.uvm.edu/extension>
- Darling-Hammond, L. (2009). We must strip away layers of inequality. *National Staff Development Council*, 30(2), 52-56. <https://tinyurl.com/5ypwzu9>
- Day, C., & Sammons, P. (2014). Successful school leadership. Education Berkshire: Development Trust. Retrieved from <https://files.eric.ed.gov/fulltext/ED565740.pdf>
- Department of Interior and Local Government (2013). LGU profile – Arakan. Retrieved from <https://lgu201.dilg.gov.ph/view.php?r=12&p=47&m=18>
- Earl, L. (2010). Creating a culture of inquiry: Harnessing data for professional learning. In A. Blankstein, P. Houston, & R. Cole (Eds.), *Data Enhanced Leadership Series: The Soul of Educational Leadership* (pp. 25-41). Corwin Press.
- Efron, B. (1982). The jackknife, the bootstrap, and other resampling plans. Retrieved from <https://epubs.siam.org/doi/book/10.1137/1.9781611970319>
- Fetters, M. D., & Molina-Azorin, J. F. (2020). Call for papers for a special issue on COVID-19 and novel mixed methods methodological approaches during catastrophic social changes. *Journal of Mixed Methods Research*, 14(3), 281-287. <https://doi.org/10.1177/1558689820920098>
- Francis, O. B., & Oluwatoyin, F. C. (2019). Principals' personnel characteristic skills: A predictor of teachers' classroom management in Ekiti State secondary schools. *International Journal of Educational Leadership and Management*, 7(1), 72-103. <https://doi.org/10.17583/ijelm.2019.3573>
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College, Columbia University.
- Gentilucci, J. L. (2007). Managing communication during a school crisis: A case study of school public relations. *Journal of School Public Relations*, 28(4), 318-330. <https://doi.org/10.313/jsp.28.4.318>
- Griffiths, K., Stevens, K., & Treleaven, J. (2020). Trauma-informed practice in schools: An explainer. Retrieved from <https://tinyurl.com/58xc7sh>
- Halai, A. (2006). *Ethics in qualitative research: Issues and challenges* (Thesis). The Aga Khan University.
- Hallinger, P. (2013). A conceptual framework for reviews of research in educational leadership and management. *Journal of Educational Administration*, 51, 126-149. <https://doi.org/10.1108/JEA-12-2012-0123>
- Hammersley, M. and Traianou, A. (2012) *Ethics in qualitative research: Controversies and contexts*. Thousand Oaks: SAGE Publications. <https://doi.org/10.4135/9781473957619>
- Hargreaves, A. (2020). What's next for schools after coronavirus? Here are 5 big issues and opportunities. Retrieved from <https://tinyurl.com/fm3ne84u>
- Harris, A. (2020). *Leading a school during lockdown*. Compact Guides, My College. Retrieved from <https://tinyurl.com/yc3c442k>
- Harris, A., & Jones, M. (2012). Connect to learn: Learn to connect. *Professional Development Today*, 14(4), 13-19.
- Harwell, J. E. (2003). Summarizing Monte Carlo results in methodological research: The single-factor, fixed-effects ANCOVA case. *Journal of Educational and Behavioral Statistics*, 28(1), 570. <https://doi.org/10.3102/10769986028001045>
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. Routledge. Retrieved from <https://tinyurl.com/bd29cr2t>
- Heck, R. H. (2008). Teacher effectiveness and student achievement. *Journal of Educational Administration*, 47(2), 227-249. <https://eric.ed.gov/?id=EJ834836>
- Jewett, P., & MacPhee, D. (2012). Adding collaborative peer coaching to our teaching identities. *The Reading Teacher*, 66(2), 105-110. <https://doi.org/10.1002/TRTR.01089>
- Kellough, J. E. (2003). *Reinvention of public personnel administration* (Thesis). University of Georgia.
- Kensington-Miller, B. (2011). Peer mentoring: Stories of three mathematics teachers. *Teacher Development*, 15(3), 293-304. <https://doi.org/10.1080/13665430.2011.608510>

- Kothari, C. R. (2004). *Research methodology: Methods & techniques* (2nd ed.). New Delhi: New Age International (P) Limited Publishers.
- Leithwood, K. (2005). A review of transformational school leadership research, 1996–2005. *Leadership and Policy in Schools*, 4, 177–199. <https://doi.org/10.1080/15700760500244769>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2020.1710285>
- Marzano, R. J. (2012). The two purposes of teacher evaluation. *Educational Leadership*, 70(3), 14–19. <https://eric.ed.gov/?id=EJ1002836>
- Muijs, D. (2011). Leadership and organisational performance: From research to prescription? *International Journal of Educational Management*, 25, 45–60. <https://doi.org/10.1108/09513541111120751>
- Mulford, B. (2003). *School leaders: Challenging roles and impact on teacher and school effectiveness* (OECD Commissioned Paper). University of Tasmania.
- Ndyali, H. S. (2013). *The role of school head in enhancing students' academic performance in community secondary schools in Mbeya urban* (Dissertation). Open University of Tanzania
- Netolicky, D. M. (2020). School leadership during a pandemic: Navigating tensions. *Journal of Professional Capital and Community*, 5(3/4), 391–395. <https://doi.org/10.1108/JPC-05-2020-0017>
- O'Connell, J. F. (2009). *A model for assessing the effectiveness of professional development for improving student learning* (Dissertation). Iowa State University
- Pearson, K. (1908). On a property that holds good for all groupings of a normal distribution. *Proceedings of the Royal Society*, 77A, 324–336.
- Picincu, A. (2019). How to determine staffing needs. Retrieved from <https://www.staffingneeds.com>
- Randel, B. (2016). Impacts of professional development in classroom assessment on teacher and student outcomes. *The Journal of Educational Research*, 109(5), 491–502. <https://doi.org/10.1080/00220671.2015.1040056>
- Ravitch, D. (2020). *Slaying Goliath: The passionate resistance to privatization and the fight to save America's public schools*. New York, USA: Alfred A. Knopf Publishing.
- Skupa, J. (2016). Theory of action. In *Instructional Rounds in Education* (pp. 24–30). Harvard Education Press.
- Strydom, H. (2011) Ethical aspects of research in the social sciences and human service professions. In: A. S. De Vos, H. Strydom, C. B. Fouché, and C. S. L. Delport (Eds.), *Research at grass roots: For the social science and human service professions* (pp. 113–130). 4th Edition. Pretoria: Van Schaik.
- Tschannen-Moran, M. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, 994–956. <https://doi.org/10.1016/j.tate.2006.11.002>
- Van Barneveld, K. (2020). The COVID-19 pandemic: Lessons on building more equal and sustainable societies. *Economic and Labour Relations Review*. <https://doi.org/10.1177/1035304620927107>
- Walker, A., & Qian, H. (2015). Review of research on school principal leadership in mainland China, 1998–2013: Continuity and change. *Journal of Educational Administration*, 53(4), 467–491. <https://doi.org/10.1108/JEA-02-2014-0027>
- Zhao, Y. (2020). COVID-19 as a catalyst for educational change. *Prospects*, 1–5. <https://doi.org/10.1007/s11125-020-09477-y>