Principals Leadership Practices and Supervisory Approaches on Classroom Management and Procedure

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Abstract

This study investigated the relationship of principals' leadership practices and supervisory approaches on classroom management and procedure in private schools. It sought the level of principal's leadership practices and supervisory approaches; the level of classroom management and procedure; the relationship of principals' leadership practices and supervisory approaches on classroom management and procedure; and the leadership practices and supervisory approaches on classroom management and procedure as significant predictors, singly or in combination.

Descriptive survey method and quantitative approach was used in the study. The respondents of the study involved one hundred (100) teachers at private schools located in Pila, Laguna. The study took place throughout the school year 2023-2024.

The findings revealed high levels of leadership practices, particularly in democratic, instructional, transformational, and visionary styles, indicating empowerment, collaboration, and support for professional development. However, directive supervisory approaches were predominant, emphasizing clear expectations and limited teacher autonomy. Classroom management practices demonstrated effectiveness in maintaining learning environments, ensuring student safety, discipline, and time management. Moreover, classroom procedures aligned well with educational goals, offering ongoing support and integration of technology. Significant correlations were identified between principal leadership practices, supervisory approaches, and classroom management procedures, highlighting their interconnectedness in fostering conducive learning environments and supporting teacher effectiveness.

The study rejected the hypotheses since there was a relationship between principal leadership practices, supervisory approaches, and classroom management and procedures observed. These findings emphasized the importance of effective leadership in shaping school climate and enhancing instructional quality.

Based on the study's result, it was recommended to encourage the principal to blend collaborative leadership with directive practices to balance guidance with teamwork; offer ongoing professional development for both teachers and the principal to enhance instructional leadership skills; support the principal's use of non-directive supervisory approaches to empower teachers and promote autonomy; strengthen communication channels among the principal, teachers, students, and parents for better collaboration; advocate for regular review and updates of school policies, procedures, and classroom management practices to align with current educational needs and standards; and conduct further research to assess the impact of professional development programs for principals on their leadership skills and the subsequent effects on classroom management.

1. Introduction

Educational leadership was paramount in shaping the future of learning, fostering positive educational outcomes, and nurturing the next generation of thinkers and doers. Effective leaders in education not only administer and manage institutions, but also set visionary goals, inspire educators, and create environments conducive to innovation and excellence (Mamchii, 2023). According to Wilson (2023), at every level of the education system, educational leaders were the individuals who broke down larger concepts or responsibilities into action items and objectives to achieve them. Their role stood as a cornerstone in fostering effective classroom management and procedural coherence within schools.

Principals used a wide variety of leadership strategies, including establishing long-term, ambitious goals, assisting teachers, encouraging group efforts, and providing feedback as necessary. The positive school climate that resulted from such approaches was crucial to the growth of both teachers' expertise and students' academic achievement.

Leadership and supervision strategies utilized by school principals were crucial to the success of any educational institution, especially when it came to boosting teacher efficiency. Better academic outcomes for students may be achieved if principals motivated and supported teachers via a culture of excellence and strong methods of oversight.

The precise interaction of leadership practices and supervisory ways on boosting teaching effectiveness was still an exciting field of inquiry, despite the fact that several studies have studied the role of leadership and supervision on classroom management and procedure.

This study investigated the direct and indirect relationship of leadership practices and supervisory approaches of principals on management and procedures that promoted a culture of continuous development and excellence in the field of education by adding to the body of knowledge on successful educational leadership via an in-depth assessment of the literature and empirical research.

1.1 Statement of the Problem

In particular, the study sought to answer the following specific research questions:
1. What is the level of principal's leadership practices in terms of:
      1.1 democratic style;
      1.2 instructional style;
      1.3 transformational style; and
      1.4 visionary style?
2. What is the level of principal's supervisory approaches in terms of:
      2.1 directive;
      2.2 collaborative;
      2.3 non-directive; and
      2.4 directive informative?
3. What is the level of classroom management in terms of:
      3.1 learning environment;
      3.2 students' safety;
      3.3 students' discipline; and
      3.4 time management?
4. What is the level of classroom procedure in terms of:
      4.1 content knowledge;
      4.2 teaching method;
      4.3 instructional resources; and

4.4 technology integration?

5. Does the principal's leadership practices have significant relationship to the classroom management and procedure?

6. Does the principal's supervisory approaches have significant relationship to the classroom management and procedure?

7. Singly or in combination are principals leadership practices and supervisory approaches are significant predictors of classroom management and procedure of teachers?

2. Methodology

The research design used in this study was a quantitative or descriptive survey method of research. According to McCombes (2023), descriptive research was an appropriate choice when the research aim was to identify characteristics, frequencies, trends, and categories. Additionally, descriptive research was usually defined as a type of quantitative research, though qualitative research can also be used for descriptive purposes. The research design should be carefully developed to ensure that the results were valid and reliable.

Quantitative data were typically analyzed and presented using descriptive statistics. Using quantitative data, researchers may describe the characteristics of a sample or population in terms of percentages or averages. Quantitative data, such as narrative data collected as part of a case study, may be used to organize, classify, and used to identify patterns of behaviors, attitudes, and other characteristics of groups.

3. Results and Discussion

This chapter presented, analyzed, and interpreted the data gathered that determined the significant effect of leadership practices and supervisory approaches on classroom management and procedure.

Level of Principal's Leadership Practices

In this study the level of principal leadership practices included democratic, instructional, transformational, and visionary style and was statistically measured by mean and standard deviation.

Table 1 presented the level of the principal's leadership practices in terms of democratic style.

Table 1. Level of Principal's Leadership Practices in terms of Democratic Style

Statements	Mean	SD	Remarks
Give opportunity to contribute one's insights to shape the school's educational direction.	4.03	0.81	Observable
Communicate openly and transparently with teachers, students, parents, and other stakeholders.	3.92	0.93	Observable
Empower teachers to take ownership of their roles and responsibilities.	4.21	0.86	Highly Observable
Encourage student voices and provide opportunities for them to contribute ideas and feedback.	4.21	0.74	Highly Observable
Structured feedback system for teachers, students, and parents to provide input on leadership decisions.	3.92	0.97	Observable

Overall Mean = 4.06

Standard Deviation = 0.87

Verbal Interpretation = High

Teachers highly observed that the principal empowered teachers to take ownership of their roles and

responsibilities, encouraged students' voices and provided opportunities for them to contribute ideas and feedback (M= 4.21). Likewise, the principal structured a feedback system for teachers, students, and parents to provide input on leadership decisions, also communicated openly and transparently with teachers, students, and other stakeholders. (M= 3.92) which was observable by the democratic style of the principal.

The overall mean of 4.06 and standard deviation of 0.87 indicated a high level of democratic style of the principal. This meant that democratic leadership style of the principal that observed by the teachers, students, and stakeholders promote empowerment, open communication, trust, student engagement, collaboration, and continuous improvement within the school community. This ultimately contributed to a positive and supportive learning environment conducive to academic success and personal growth for all involved.

While democratic leadership was common across all schools, its impact may manifest differently depending on the school's performance level. Such leadership styles likely encouraged a sense of inclusivity and collaboration, ultimately enhancing the school environment and potentially improving academic performance.

Table 2 presented the level of principal's leadership practices in terms of instructional style.

Table 2. Level of Principal's Leadership Practices in terms of Instructional Style

Statements	Mean	SD	Remarks
Have a clear vision for instructional excellence within the school.	4.14	0.67	Observable
Ensure that the curriculum aligns with educational standards and addresses the diverse needs of students.	4.20	0.72	Observable
Prioritize and provide support for ongoing professional development opportunities for teachers.	3.88	0.95	Observable
Provides constructive feedback to teachers.	3.79	0.97	Observable
Prioritize student-centered approaches to teaching and learning.	4.18	0.87	Observable

Overall Mean = 4.04

Standard Deviation = 0.86

Verbal Interpretation = High

The principal demonstrated strong leadership in instructional practices, with a clear vision (M= 4.14) and effective curriculum alignment (M= 4.20), supported by consistent ratings and observable implementation. While professional development support (M= 3.88) was observable, there's room for improvement. Constructive feedback (M= 3.79) showed some variability but was still observable. Student-centered approaches (M= 4.18) were well-prioritized and implemented, despite moderate variability in perceptions.

The overall mean of 4.04 suggested that, on average, the principal demonstrated a strong commitment to effective instructional practices. Additionally, the low standard deviation of 0.86 indicated consistent performance across the indicators, affirming the high level of leadership consistently maintained by the principal.

Table 3. Level of Principal's Leadership Practices in terms of Transformational Style

Statements	Mean	SD	Remarks
Articulate a clear and inspiring vision for the future of the school.	4.12	0.81	Observable

Statements	Mean	SD	Remarks
Actively support the professional development and growth of teachers and staff.	3.94	0.93	Observable
Foster an environment that encourages innovative and creative teaching practices.	3.98	0.88	Observable
Show a genuine interest in the individual needs and aspirations of teachers.	4.01	0.90	Observable
Involve teachers, students, and other stakeholders in decision-making processes.	3.82	0.91	Observable

Overall Mean = 3.97

Standard Deviation = 0.89

Verbal Interpretation = High

Table 3 presented the level of principal's leadership practices in terms of transformational style.

Principals demonstrated strong transformational leadership qualities, effectively articulating a clear vision (M= 4.12) with consistency (SD = 0.81). They actively support professional development (M= 3.94) and foster innovation (M= 3.98), both observable but with some variability (SD = 0.93, 0.88). Principals also showed genuine interest in teachers' needs (M= 4.01) with moderate variability (SD = 0.90). Involvement of stakeholders in decision-making (M= 3.82) was observable but with slightly lower scores and higher variability (SD = 0.91).

The overall mean across all indicators was 3.97, with a standard deviation of 0.89. The verbal interpretation categorized this as "High," suggesting that, on average, principals exhibited strong transformational leadership practices across the evaluated indicators.

Table 4. Level of Principal's Leadership Practices in terms of Visionary Style

Statements	Mean	SD	Remarks
Have a clear and easily understandable vision for the future of the school.	4.23	0.78	Highly Observable
Align well with the core values and mission of the school.	4.25	0.81	Highly Observable
Communicate the vision in an inspiring and motivational manner.	4.01	0.89	Observable
Have clear and actionable plans to achieve the long-term vision of the school.	4.00	0.93	Observable
Consistently monitors progress toward the vision and adjusts strategies as needed.	3.98	0.91	Observable

Overall Mean = 4.09

Standard Deviation = 0.87

Verbal Interpretation = High

Table 4 presented the level of principal's leadership practices in terms of visionary style.

Principals demonstrated strong visionary leadership with a clear and understandable vision (M= 4.23) and alignment with core values (M= 4.25), highly observable and consistent among respondents. While communication of the vision (M= 4.01) and clarity of plans (M= 4.00) were observable, they showed some variability in perceptions. Monitoring progress (M= 3.98) was also observable, with moderate variability.

The overall mean across all indicators was 4.09, with a standard deviation of 0.87. The verbal interpretation categorized this as "High," suggesting that, on average, principals exhibited strong visionary leadership practices across the evaluated indicators.

Level of Principal's Supervisory Approaches

In this study the level of principal supervisory approaches included directive, collaborative, non-directive and directive informative and statistically measured by mean and standard deviation.

Table 5 showed the level of principal supervisory approach in terms of directive. Teachers observed that the principal monitored the performance of the teachers to ensure adherence to standards, provided clear and specific expectations for teachers (M= 3.96). Somehow teachers had limited autonomy in decision making and planning under school heads approach (M= 3.67).

Table 5. Level of Principal's Supervisory Approaches in terms of Directive

Statements	Mean	SD	Remarks
Provide clear and specific expectations for teachers.	3.96	0.93	Observable
Offer structured guidance on how tasks and responsibilities should be carried out.	3.82	0.93	Observable
Make decisions and delegate tasks without extensive input from teachers.	3.83	0.94	Observable
Monitor the performance of teachers to ensure adherence to standards.	3.96	0.96	Observable
Teachers have limited autonomy in decision-making and planning under the school head's approach.	3.67	0.92	Observable

Overall Mean = 3.85

Standard Deviation = 0.94

Verbal Interpretation = High

The overall mean score of 3.85 with a standard deviation of 0.94, indicated a high level of directive supervisory approaches of the principal. This meant that the principal demonstrated a strong tendency towards a directive style of supervision and management. This style was characterized by clear expectations, structured guidance, limited input from teachers in decision-making, active monitoring of performance, and limited autonomy for teachers.

Table 6 showed the level of principal supervisory approach in terms of collaborative.

Table 6. Level of Principal's Supervisory Approaches in terms of Collaborative

Statements	Mean	SD	Remarks
Foster open and transparent communication with teachers.	3.72	1.07	Observable
Actively involves teachers and staff in decision-making processes.	3.61	0.94	Observable
There is a collaborative approach to planning and strategizing.	3.82	0.98	Observable
Encourage a sense of shared responsibility among teachers.	3.86	0.97	Observable
Empower teachers and staff to take initiative and contribute to the overall goals of the school.	4.00	0.94	Observable

Overall Mean = 3.80

Standard Deviation = 0.99

Verbal Interpretation = High

The data suggested that the school demonstrated strong communication practices with teachers (M= 3.72). Additionally, the involvement of teachers and staff in decision-making processes was apparent (M=

3.61). Collaboration in planning and strategizing was emphasized (M= 3.82). Moreover, there was a culture of empowerment and shared responsibility among teachers(M= 3.86) Empowering teachers and staff to contribute to the school's overall goals (M= 4.00).

The overall mean of 3.80 suggested high effectiveness in fostering collaboration and empowerment among teachers and staff. A low standard deviation of 0.99 indicates consensus among respondents. In summary, the school demonstrated strong leadership in promoting open communication, shared responsibility, and staff empowerment.

Table 7 presented the level of principal supervisory approach in terms of non-directive.

Table 7. Level of Principal's Supervisory Approaches in terms of Non-Directive

Statements	Mean	SD	Remarks
Encourage teachers to make decisions autonomously.	3.98	0.86	Observable
Support the professional growth of teachers without imposing specific directions.	3.84	0.88	Observable
There is flexibility in instructional approaches, allowing teachers to choose methods that suit their teaching style.	4.03	0.87	Observable
Facilitate collaborative decision-making processes among teachers.	3.89	0.98	Observable
Value and respect diverse perspectives within the educational community.	4.00	0.92	Observable

Overall Mean = 3.95

Standard Deviation = 0.90

Verbal Interpretation = High

Teachers were significantly encouraged to make decisions autonomously (M= 3.98). There was strong support for the professional growth of teachers without imposing specific directions (M= 3.84). There was a high level of flexibility in instructional approaches, allowing teachers to choose methods that suit their teaching style (M= 4.03). Collaborative decision-making processes among teachers were facilitated, although slightly less than other indicators (M= 3.89). Diverse perspectives within the educational community were valued and respected (M= 4.00).

The mean score across all indicators was 3.95, with a standard deviation of 0.90. The verbal interpretation of this data was "High," suggesting that the observed practices generally exhibit a high level of encouragement for teacher autonomy, support for professional growth, flexibility in instructional approaches, facilitation of collaborative decision-making, and valuing of diverse perspectives within the educational community.

Table 8 showed the level of principal supervisory approach in terms of directive informative.

Table 8. Level of Principal's Supervisory Approaches in terms of Directive Informative

Statements	Mean	SD	Remarks
Provide clear and detailed instructions for tasks and responsibilities.	3.98	0.94	Observable
Offer structured feedback to teachers, highlighting areas for improvement.	3.92	0.91	Observable
Typically make decisions with limited input from teachers.	3.76	0.82	Observable

Statements	Mean	SD	Remarks
Closely monitor the performance of teachers to ensure adherence to standards.	3.93	0.90	Observable
Communication style is often authoritative and provides clear direction.	3.81	0.86	Observable

Overall Mean = 3.88

Standard Deviation = 0.89

Verbal Interpretation = High

Clear and detailed instructions for tasks and responsibilities were consistently provided, reflecting a strong commitment to ensuring understanding and direction among teachers (M= 3.98). Similarly, there was a clear dedication to offering structured feedback to teachers (M= 3.92), indicating a proactive approach to supporting professional development. However, decisions tend to be made with limited input from teachers (M= 3.76), suggesting a potential area for improvement in fostering a more collaborative decision-making process. Despite this, there was a significant emphasis on monitoring teacher performance closely to ensure adherence to standards (M=3.93). Additionally, the communication style was characterized by authority and clarity(M= 3.81), reinforcing the structured nature of interactions within the educational setting.

With the overall mean of 3.88 and standard deviation of 0.89, the observed practices reflected a high level of clarity, structure, and support within the educational management framework, albeit with some room for enhancement in promoting greater teacher involvement in decision-making processes.

Level of Classroom Management

In this study classroom management included learning environment, student safety, students' discipline, and time management was statistically measure by mean and standard deviation.

Table 9. Level of Classroom Management in terms of Learning Environment

Statements	Mean	SD	Remarks
The school has a set of well-defined rules and procedures that are consistently enforced	4.17	0.93	Observable
The physical layout of classrooms is conducive to effective teaching and learning.	3.93	0.92	Observable
Teachers actively build positive relationships with students, fostering a sense of trust and respect.	4.37	0.75	Highly Observable
Teachers receive ongoing training on effective classroom management strategies.	3.99	0.85	Observable
There is open communication between teachers and parents regarding student progress and behavior.	4.39	0.82	Highly Observable

Overall Mean = 4.17

Standard Deviation = 0.87

Verbal Interpretation = High

Table 9 presented the level of classroom management in terms of the learning environment. Respondents observed that there was open communication between teachers and parents regarding students' progress and behavior (M= 4.39). Additionally, it was observable that the physical layout of the classroom was conducive to affective teaching and learning (M= 3.93).

The overall mean score of 4.17 with a standard deviation of 0.87, indicate a high level of classroom management in terms of the learning environment. This implied that the school demonstrated strong practices in creating a conducive learning environment through effective classroom management strategies, clear rules, positive teacher-student relationships, ongoing teacher training, and open communication with parents.

Table 10. Level of Classroom Management in terms of Students' Safety

Statements	Mean	SD	Remarks
The classroom is free from physical hazards.	4.10	0.73	Observable
The teacher conducted emergency drills to ensure students are familiar with evacuation procedures.	4.29	0.78	Highly Observable
Students are always supervised when in the classroom, including during breaks and transitions.	4.24	0.73	Highly Observable
Students are educated on the importance of personal hygiene and encouraged to follow hygienic practices.	4.38	0.74	Highly Observable
Students are educated on responsible and safe use of technology within the classroom.	4.41	0.75	Highly Observable

Overall Mean = 4.28

Standard Deviation = 0.75

Verbal Interpretation = Very High

Table 10 presented an assessment of classroom management in terms of students' safety across various indicators. Physical hazards were notably absent (M = 4.10), and emergency drills to ensure students were prepared for evacuations were conducted consistently (M = 4.29). Continuous supervision during classroom activities (M = 4.24), education on personal hygiene (M = 4.38), and promoting responsible use of technology (M = 4.41) contributed to the overall safety of the environment.

With an overall mean of 4.28 and a low standard deviation of 0.75, the interpretation suggested a very high level of classroom management concerning students' safety, indicating a well-organized and secure learning environment.

Table 11. Level of Classroom Management in terms of Students' Discipline

Statements	Mean	SD	Remarks
Ensure that there are clear and well-communicated discipline policies in place for the classroom.	4.44	0.82	Highly Observable
Discipline policies are consistently enforced across all classrooms in the school.	4.25	0.70	Highly Observable
Collaborate with teachers to develop effective classroom discipline strategies.	4.22	0.76	Highly Observable
Support teachers in implementing proactive and supportive interventions for student discipline.	4.12	0.83	Observable
Promote continuous professional development for teachers focused on effective classroom discipline management.	4.24	0.91	Highly Observable

Overall Mean = 4.25

Standard Deviation = 0.81

Verbal Interpretation = Very High

Table 11 assessed classroom management in terms of students' discipline across several indicators. Clear and well-communicated discipline policies were in place (M = 4.44), and these policies were uniformly enforced throughout the school (M = 4.25). Collaboration among teachers to develop effective discipline strategies was emphasized (M = 4.22), although there's slightly less emphasis on supporting teachers with proactive interventions (M = 4.12). Continuous professional development for teachers in discipline

management was highly prioritized (M = 4.24).

With an overall mean of 4.25 and a standard deviation of 0.81, the interpretation indicated a very high level of classroom management concerning students' discipline, reflecting a structured and supportive approach to maintaining order and fostering a conducive learning environment.

Table 12. Level of Classroom Management in terms of Time Management

Statements	Mean	SD	Remarks
Ensure that classroom schedules are efficiently organized to optimize instructional time.	4.16	0.91	Observable
Efforts are made to minimize disruptions to the classroom schedule, such as announcements or unnecessary interruptions.	4.10	0.78	Observable
Provide support and resources to teachers to effectively plan and manage the lesson time.	4.12	0.76	Observable
Classroom schedules allow for adequate time between activities to facilitate smooth transitions.	4.20	0.84	Observable
Offer regular training sessions on effective time management strategies for teachers.	4.09	0.92	Observable

Overall Mean = 4.13

Standard Deviation = 0.84

Verbal Interpretation = High

Table 12 evaluated classroom management concerning time management across various indicators, with mean scores ranging from 4.09 to 4.20. Efforts were made to optimize instructional time through efficiently organized classroom schedules (M = 4.16) and minimized disruptions (M = 4.10). Support was provided to teachers for effective lesson planning (M = 4.12), and schedules allowed for smooth transitions between activities (M = 4.20). However, there's slightly less emphasis on offering regular training sessions on time management for teachers (M = 4.09).

Overall, with a mean of 4.13 and a standard deviation of 0.84, the interpretation suggested a high level of classroom management concerning time management, indicating a generally effective approach to utilizing instructional time while leaving room for improvement in teacher training on this aspect.

Level of Classroom Procedure

In this study classroom procedure included content knowledge, teaching method, instructional resources, technology integration and was statistically measured by mean and standard deviation.

Table 13. Level of Classroom Procedure in terms of Content Knowledge

Statements	Mean	SD	Remarks
Has a clear understanding of classroom procedures and effectively communicates to teachers.	4.13	0.84	Observable
Classroom procedures are aligned with the overall educational vision and mission of the school.	4.28	0.79	Highly Observable
Provide support and guidance to teachers in implementing and refining classroom procedures.	4.00	0.90	Observable
Procedures are regularly updated to meet evolving needs, and teachers receive ongoing training on effective classroom procedures.	3.98	0.88	Observable
There is a structured feedback mechanism for	4.06	0.80	Observable

teachers to provide input on the effectiveness of
classroom procedures.

Overall Mean = 4.09

Standard Deviation = 0.85

Verbal Interpretation = High

 Table 13 showed the level of classroom procedure in terms of content knowledge, classroom procedures were closely aligned with the overall educational vision and mission of the school, ensuring coherence and purpose in classroom management indicating highly observable by the respondents (M= 4.28). On the other hand, Classroom procedures were regularly reviewed and updated to meet evolving needs, and teachers received ongoing training to ensure the effectiveness (M= 3.98).

 The overall mean of 4.09 with a standard deviation of 0.85, indicated a high level of classroom procedure in terms of content knowledge. This implied that the school demonstrated strong practices in understanding, aligning, supporting, updating, and receiving feedback on classroom procedures, contributing to an effective and coherent learning environment.

Table 14. Level of Classroom Procedure in terms of Teaching Method

Statements	Mean	SD	Remarks
Promote classroom procedures that align with effective teaching practices.	4.36	0.80	Highly Observable
Accommodate differentiation in instructional methods to meet diverse learning needs.	4.26	0.76	Highly Observable
Support and encourage teachers to incorporate innovative teaching methods.	4.20	0.83	Observable
Adaptable to the integration of technology in teaching methods.	4.34	0.82	Highly Observable
Promote a culture of reflection and improvement in teaching methods	4.27	0.80	Highly Observable

Overall Mean = 4.29

Standard Deviation = 0.80

Verbal Interpretation = Very High

 Classroom procedures in table 14 notably aligned with effective teaching practices (M= 4.36) and accommodate differentiation to address diverse learning needs (M= 4.26). There's observable support for teachers to incorporate innovative methods (M= 4.20) and integrate technology into teaching (M= 4.34). Additionally, a culture of reflection and improvement in teaching methods was highly promoted (M= 4.27).

 The overall mean of 4.29 and a standard deviation of 0.80, the interpretation indicated a very high level of classroom procedure management concerning teaching methods, emphasizing alignment with effective practices, flexibility for diverse learners, and encouragement for innovation and technological integration, while also fostering a culture of continuous improvement.

Table 15. Level of Classroom Procedure in terms of Instructional Resources

Statements	Mean	SD	Remarks
Ensure that classrooms have adequate instructional resources to support effective teaching.	4.32	0.82	Highly Observable
Aligned with the curriculum	4.37	0.80	Highly Observable

	Mean	SD	Remarks
Teachers have easy access to a variety of instructional resources.	4.23	0.81	Highly Observable
Regularly updated and relevant.	4.28	0.83	Highly Observable
Provide professional development opportunities to help teachers effectively utilize instructional resources.	4.30	0.76	Highly Observable

Overall Mean = 4.30

Standard Deviation = 0.80

Verbal Interpretation = Very High

      Table 15 assessed classroom procedures concerning instructional resources. Classrooms were well-equipped with instructional resources to facilitate effective teaching (M= 4.32), and these resources were highly aligned with the curriculum (M=4.37). Teachers also have easy access to a variety of resources (M= 4.23) that were regularly updated and relevant (M= 4.28). Additionally, professional development opportunities were provided to help teachers effectively utilize these resources (M= 4.30).

      With the overall mean of 4.30 and a standard deviation of 0.80, the interpretation suggested an exemplary management of classroom procedures related to instructional resources, emphasizing their alignment with curriculum goals, accessibility for teachers, relevance, and ongoing support through professional development, contributing to a conducive learning environment.

Table 16. Level of Classroom Procedure in terms of Technology Integration

Statements	Mean	SD	Remarks
Strategically integrated to enhance teaching and learning.	4.34	0.77	Highly Observable
Have easy access to the necessary technology tools and resources.	4.25	0.78	Highly Observable
Align with the learning objectives and curriculum goals.	4.39	0.72	Highly Observable
Provide ongoing professional development opportunities for teachers to effectively integrate technology	4.31	0.81	Highly Observable
There is a systematic process in place for evaluating the effectiveness of technology tools used in classroom procedures.	4.24	0.84	Highly Observable

Overall Mean = 4.31

Standard Deviation = 0.79

Verbal Interpretation = Very High

      Table 16 evaluated classroom procedures regarding technology integration. Technology was strategically integrated to enhance teaching and learning (M= 4.34) and was easily accessible for teachers (M= 4.25). Moreover, it aligned closely with learning objectives and curriculum goals (M= 4.39). The provision of ongoing professional development opportunities ensured teachers can effectively integrate technology (M= 4.31), and there's a systematic process for evaluating the effectiveness of technology tools (M= 4.24).

      Overall, with a mean of 4.31 and a standard deviation of 0.79, the interpretation suggested exemplary management of classroom procedures regarding technology integration, emphasizing strategic alignment, accessibility, ongoing support for teachers, and systematic evaluation, contributing to a highly effective

learning environment.

Table 17. Significant Relationship between Principal's Leadership Practices and Classroom Management

Leadership Practices		Classroom Management			
		Learning Environment	Students' Safety	Students' Discipline	Time Management
Democratic Style	Pearson Correlation	.546**	.398**	.495**	.520**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Instructional Style	Pearson Correlation	.504**	.474**	.565**	.560**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Transformational Style	Pearson Correlation	.513**	.440**	.527**	.528**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Visionary Style	Pearson Correlation	.533**	.464**	.498**	.520**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100

*Note: * p < .05.*

Table 17 showed the significant relationships between different styles of principal leadership practices such as democratic, instructional, transformational, and visionary style and various aspects of classroom management, including learning environment, students' safety, students' discipline, and time management.

The correlation coefficients range from approximately 0.398 to 0.565, all with p-values less than 0.05. This concluded that different styles of principal leadership practices were positively correlated with various aspects of classroom management, highlighting the importance of effective leadership in creating conducive learning environments, ensuring student safety, maintaining discipline, and managing time effectively. These supportive conditions enable teachers to deliver high-quality instruction and create meaningful learning experiences for students, ultimately contributing to student success and achievement.

Table 18. Significant Relationship between Principal's Leadership Practices and Classroom Procedure

Leadership Practices		Classroom Procedure			
		Content Knowledge	Teaching Method	Instructional Resources	Technology Integration
Democratic Style	Pearson Correlation	.620**	.537**	.502**	.499**

	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Instructional Style	Pearson Correlation	.670**	.590**	.531**	.512**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Transformational Style	Pearson Correlation	.687**	.592**	.514**	.528**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Visionary Style	Pearson Correlation	.641**	.547**	.534**	.537**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100

*Note: * $p < .05$.*

Table 18 displayed a significant relationship between the principal's leadership practices and various aspects of classroom procedure. Across different leadership styles - Democratic, Instructional, Transformational, and Visionary - there were strong positive correlations with content knowledge, teaching method, instructional resources, and technology integration.

The correlations suggested that as principals exhibit more democratic, instructional, transformational, or visionary leadership styles, there was a corresponding improvement in content knowledge, teaching methods, access to instructional resources, and integration of technology within the classroom. Additionally, the leadership practices of the principal played a vital role in shaping the classroom environment and instructional practices, emphasizing the importance of effective leadership in educational settings.

Table 19. Significant Relationship between Principal's Supervisory Approaches and Classroom Management

Supervisory Approaches		Classroom Management			
		Learning Environment	Students' Safety	Students' Discipline	Time Management
Directive	Pearson Correlation	.577**	.536**	.635**	.611**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Collaborative	Pearson Correlation	.509**	.405**	.544**	.569**

	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Non-directive	Pearson Correlation	.555**	.439**	.615**	.598**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Directive Informative	Pearson Correlation	.651**	.581**	.671**	.668**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100

Note: * $p < .05$.

Table 19 showed the significant relationship between principal supervisory approaches and in terms of directive, collaboration, non- directive and directive information and the classroom management such as learning environment, students' safety, student discipline and time management.

The correlation coefficients range from approximately 0.405 to 0.671, all with p-values less than 0.05. There were statistically significant correlations between the principal's supervisory approaches and classroom management across all categories. This meant that the choice of supervisory approach by the principal was associated with variations in classroom management outcomes, ultimately influencing teacher effectiveness, student engagement, school climate, and academic achievement by fostering a culture of collaboration, support, and accountability, principals can create an environment conducive to both teaching and learning excellence.

Table 20 illustrated the significant relationships between different supervisory approaches adopted by principals and various aspects of classroom procedures. Across all supervisory approaches—Directive, Collaborative, Non-directive, and Directive Informative—there was a strong positive correlation with classroom procedures, including Content Knowledge, Teaching Method, Instructional Resources, and Technology Integration.

The correlation coefficients range from approximately 0.48 to 0.71, indicating a moderate to strong relationship between the supervisory approaches and classroom procedures. These findings suggested that the style of supervision employed by principals significantly impacted how teachers engage with content, teaching methods, resources, and technology in their classrooms. Additionally, the consistently low p-values (all < .05) indicated that these correlations were statistically significant, reinforcing the robustness of the observed relationships.

Table 20. Significant Relationship between Principal's Supervisory Approaches and Classroom Procedure

Supervisory Approaches		Classroom Procedure			
		Content Knowledge	Teaching Method	Instructional Resources	Technology Integration
Directive	Pearson Correlation	.681**	.580**	.526**	.497**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100

Collaborative	Pearson Correlation	.646**	.545**	.522**	.487**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Non-directive	Pearson Correlation	.693**	.609**	.596**	.542**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100
Directive Informative	Pearson Correlation	.706**	.621**	.645**	.556**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	100	100	100	100

Note: * $p < .05$.

Table 21 presented the results of a statistical analysis examining significant predictors of principal leadership practices and approaches related to classroom management. The predictors were divided into four indicators such as learning environment, students' safety, students' discipline, and time management. Each predictor was assessed for its impact on these indicators, with Beta coefficients, t-values, and p-values.

Table 21. Significant Predictors of Principal Leadership Practices and Approaches on the Classroom Management

Indicators	Learning environment			Students' safety			Students' discipline			Time management		
	Beta	t-value	p-value	Beta	t-value	p-value	Beta	t-value	p-value	Beta	t-value	p-value
Leadership Practices	0.258	2.402	0.018*	0.212	1.817	0.072	0.192	1.852	0.067	0.219	2.116	0.037*
Supervisory Approaches	0.431	4.013	0.000*	0.374	3.196	0.002*	0.522	5.040	0.000*	0.499	4.823	0.000*

Note: * $p < .05$.

Leadership practices, statistically significant predictors ($p < .05$) included the indicators of learning environment (p= 0.018) and time management (p=0.037), while supervisory were statistically significant ($p < .05$) across all indicators given the (p= 0.000, 0.002,) respectively. This meant that both leadership practices and supervisory approaches played important roles in influencing various aspects of classroom management, with supervisory approaches showing a stronger overall impact across all indicators.

Table 22. Significant Predictors of Principal Leadership Practices and Approaches on the Classroom Procedures

Indicators	Content knowledge			Teaching method			Instructional resource			Technology integration		
	Beta	t-value	p-value	Beta	t-value	p-value	Beta	t-value	p-value	Beta	t-value	p-value
Leadership Practices	0.367	4.141	0.000*	0.319	3.077	0.003*	0.251	2.333	0.022*	0.319	2.865	0.005*
Supervisory Approaches	0.473	5.338	0.000*	0.406	3.918	0.000*	0.434	4.035	0.000*	0.334	2.998	0.003*

Note: * $p < .05$.

Table 22 presented the results of a statistical analysis examining the predictors of principal leadership practices and approaches related to classroom procedures. The predictors considered were content knowledge, teaching method, instructional resource, and technology integration.

Principals with higher levels of content knowledge tend to exhibit more effective leadership practices and supervisory approaches related to classroom procedures, as indicated by a significant positive relationship with both leadership practices (beta = 0.367, p < 0.05) and supervisory approaches (beta = 0.473, p < 0.05). Similarly, employing effective teaching methods correlated positively with both leadership practices (beta = 0.319, p < 0.05) and supervisory approaches (beta = 0.406, p < 0.05), suggesting that principals who utilize such methods are more likely to demonstrate effective leadership and supervisory practices in managing classroom procedures. Providing adequate instructional resources also showed a significant positive relationship with both leadership practices (beta = 0.251, p < 0.05) and supervisory approaches (beta = 0.434, p < 0.05), implying that principals who ensure sufficient resources tend to exhibit stronger leadership practices and supervisory approaches in handling classroom procedures. Moreover, effective integration of technology into classroom procedures correlated positively with both leadership practices (beta = 0.319, p < 0.05) and supervisory approaches (beta = 0.334, p < 0.05), indicating that principals who integrated technology effectively were more likely to demonstrate effective leadership and supervisory practices.

Principals with stronger content knowledge, utilization of effective teaching methods, provision of instructional resources, and integration of technology tend to exhibit more effective leadership practices and supervisory approaches related to classroom procedures.

4. Conclusion and Recommendations

The study revealed a significant relationship between principal's leadership practices and supervisory approaches and classroom management and procedure. As a result, the researcher rejected the hypothesis. This meant that leadership practices such as democratic, instructional, transformational, and visionary promote empowerment, open communication, and collaboration, leading to positive outcomes for students, teachers, and the whole school community.

Additionally, both principal's leadership practices and supervisory approaches had a significant relationship in classroom management and procedure. Therefore, it was concluded that the null hypothesis was rejected. This implied that principals who employed a variety of supervisory approaches including directive, collaborative, non-directive, and directive informative were important in leading teachers and influencing classroom management practices. Though directive supervisory approaches were the most prevalent, a more balanced strategy could provide teachers with greater flexibility and independence, thereby improving their capacity to address a range of classroom scenarios.

Based on the findings and conclusions, the following recommendations were proposed.
1. May encourage the principal to further incorporate collaborative leadership practices alongside directive ones.
2. May provide ongoing professional development opportunities for both teachers and the principal to strengthen instructional leadership skills.
3. May encourage the principal to adopt non-directive supervisory approaches to empower teachers and foster autonomy in decision-making.

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