

# School Heads Digital Competence, Mentoring Strategies and Teachers' Performance

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## ABSTRACT

This study examined the relationship among school heads' digital competence, mentoring strategies, and teachers' performance among 236 respondents in the Schools Division of Antique for the year 2025. The study utilized a descriptive-correlational research design. Data were gathered using a researcher-made questionnaire and analyzed using descriptive and inferential statistical tools such as mean, standard deviation, t-test, ANOVA, and Pearson product-moment correlation.

Findings revealed that school heads demonstrated a high level of digital competence, while mentoring strategies and teachers' performance were both rated as very high. Significant positive relationships were found among school heads' digital competence, mentoring strategies, and teachers' performance. This indicates that school leaders who are digitally competent and who actively apply effective mentoring strategies contribute greatly to improving teacher performance and instructional effectiveness.

The study concluded that digital competence and mentoring strategies are essential components of effective educational leadership. Strengthening the digital skills of school heads and enhancing their mentoring practices can further support teachers' professional growth and improve overall school performance.

**KEYWORDS:** Digital competence, mentoring strategies, teachers' performance, school heads, educational leadership, technology integration, instructional supervision, professional development, Schools Division of Antique, teacher effectiveness

## INTRODUCTION

Digital competence has become an essential leadership skill among school heads in today's rapidly changing educational environment. It refers to the ability of school leaders to effectively use digital technologies in communication, instructional supervision, data management, and decision-making within schools. In the Schools Division of Antique, school heads are expected to demonstrate strong digital competence to support technology integration and improve school operations. Studies show that digitally competent leaders are more capable of promoting innovative teaching practices, supporting teacher development, and improving overall school efficiency (European Commission, 2018; OECD, 2020).

Mentoring strategies also play a vital role in strengthening teachers' professional growth and instructional effectiveness. Mentoring involves guiding, coaching, and supporting teachers through professional advice, feedback, classroom observation, and collaborative activities. Effective mentoring strategies help improve teachers' confidence, motivation, and instructional skills (Hobson & Maxwell, 2017). In schools, mentoring is widely recognized as an important leadership practice that enhances teacher development and strengthens school performance (Darling-Hammond et al., 2017).

Teachers' performance is a key indicator of educational quality. It includes instructional delivery, classroom management, lesson preparation, and fulfillment of professional responsibilities. Research

shows that teachers perform better when they receive strong leadership support, mentoring, and opportunities for continuous professional learning (Hattie, 2017). In addition, the use of digital technologies in school leadership improves communication, access to resources, and instructional supervision, which further enhances teacher performance (UNESCO, 2018).

Furthermore, studies highlight the strong connection among school heads' digital competence, mentoring strategies, and teachers' performance. School leaders who are digitally competent are better equipped to apply technology-based mentoring approaches and provide more effective instructional support. This leads to improved teacher confidence, productivity, and teaching effectiveness (Spillane, 2018). When combined, digital competence and mentoring create a collaborative and supportive school environment that encourages continuous professional growth among teachers (Leithwood, Harris, & Hopkins, 2017). Anchored on these ideas, this study titled "School Heads' Digital Competence, Mentoring Strategies and Teachers' Performance" focuses on 236 respondents in the Schools Division of Antique for the year 2025. The study aims to examine the relationship among the three variables and provide evidence that may support leadership development and teacher enhancement programs in schools.

## METHODOLOGY

This study used a descriptive-correlational research design to determine the relationship among school heads' digital competence, mentoring strategies, and teachers' performance among 236 respondents in the Schools Division of Antique for the year 2025. The descriptive component was used to describe the levels of the variables, while the correlational approach was used to examine the relationships among them.

The respondents consisted of 236 teachers and school heads from public elementary and secondary schools in the Schools Division of Antique. They were selected through stratified random sampling to ensure proper representation across schools and districts.

A researcher-made questionnaire was used as the main data-gathering tool. It consisted of three parts: digital competence of school heads, mentoring strategies, and teachers' performance. The instrument was validated by experts in educational management and technology integration and was pilot tested to ensure reliability. Ethical standards such as informed consent, confidentiality, anonymity, and voluntary participation were strictly observed.

Data were analyzed using frequency count, percentage, mean, and standard deviation for descriptive purposes. Inferential statistics such as t-test, ANOVA, and Pearson product-moment correlation were used to determine significant differences and relationships among variables at a 0.05 level of significance.

## RESULTS

The results showed that respondents rated school heads' digital competence as high, with an overall mean of 4.26 (SD = 0.54). This indicates that school heads effectively use digital tools in communication, instructional supervision, data management, and school operations. Among the indicators, digital communication and collaboration received the highest rating (M = 4.34).

Mentoring strategies were rated very high, with an overall mean of 4.31 (SD = 0.52). School heads regularly conducted coaching sessions, classroom observations, professional consultations, and feedback activities. The highest-rated indicator was providing professional guidance and feedback (M = 4.39), showing strong mentoring practices in schools.

Teachers' performance was also rated very high, with an overall mean of 4.35 (SD = 0.50). Teachers demonstrated strong instructional delivery, effective classroom management, and consistent fulfillment of

professional responsibilities. Instructional delivery received the highest mean score ( $M = 4.42$ ).

No significant differences were found in digital competence, mentoring strategies, and teachers' performance when grouped according to age, sex, and years of service ( $p > 0.05$ ), indicating consistency among respondents.

However, significant positive relationships were found among the variables. School heads' digital competence was significantly related to mentoring strategies ( $r = 0.74, p < 0.01$ ) and teachers' performance ( $r = 0.70, p < 0.01$ ). Mentoring strategies also showed a strong relationship with teachers' performance ( $r = 0.78, p < 0.01$ ).

## **FINDINGS**

The study found that school heads demonstrated a high level of digital competence, showing effective use of technology in leadership functions such as communication, supervision, and data management.

Mentoring strategies were implemented to a very high extent, with school heads consistently providing coaching, feedback, and professional support to teachers.

Teachers' performance was also very high, indicating strong instructional delivery, effective classroom management, and high professional commitment.

No significant differences were found across demographic variables, suggesting that perceptions were consistent among respondents.

Significant relationships were found among digital competence, mentoring strategies, and teachers' performance, showing that stronger leadership competence and mentoring practices lead to better teacher performance.

## **SUMMARY**

This study examined the relationship among school heads' digital competence, mentoring strategies, and teachers' performance among 236 respondents in the Schools Division of Antique for the year 2025. The study found that school heads had a high level of digital competence, mentoring strategies were very highly implemented, and teachers' performance was also very high. Significant positive relationships were found among all variables.

## **CONCLUSION**

The study concluded that school heads' digital competence and mentoring strategies significantly influence teachers' performance. When school leaders are digitally skilled and actively engaged in mentoring, teachers tend to perform better in instruction and classroom management. Strengthening leadership competence and mentoring systems is therefore essential for improving school effectiveness.

## **RECOMMENDATION**

It is recommended that school heads continue to enhance their digital competence through training programs, seminars, and professional development activities focused on educational technology. Schools should also strengthen mentoring programs through regular coaching, classroom observations, and structured feedback systems. Teachers are encouraged to actively participate in mentoring activities and improve their digital skills. The Schools Division of Antique may also develop policies that support digital leadership and mentoring initiatives. Future researchers may explore additional variables such as school climate, teacher motivation, and learner achievement to further enrich the findings.

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