

Moderating Effect of Accessary Environment on Teachers' Administrative Proficiency and Instructional Experiences in Talomo District, Davao City

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Abstract:- Elementary teachers face multifaceted challenges daily, including the need to master content and pedagogy, address diverse student needs, and manage classroom climate and behavior. Additionally, they must keep pace with growing classroom diversity and adapt to various learning needs. Developing teachers' administrative proficiency, which involves strategic planning, problem-solving, and change management, is essential for improving instructional experiences. This study investigates the moderating effect of an accessary environment—an environment that promotes self-discovery and group connection—on the relationship between teachers' administrative proficiency and instructional experiences in Talomo District, Davao City. Using a non-experimental quantitative design and descriptive correlation technique, the study surveyed 175 elementary school teachers. Findings revealed that administrative proficiency significantly correlates with instructional experiences and the accessary environment. Furthermore, the accessary environment moderates the interaction between administrative proficiency and instructional experiences, accounting for an additional 8.40% variance in instructional experiences. The study underscores the need for supportive policies and effective communication between school administrators and teachers to enhance educational practices and teacher engagement.

Keywords:- Administrative Proficiency, Instructional Experiences, Accessary Environment, Teacher Engagement, Educational Practices.

I. INTRODUCTION

A. The Problem and its Setting

Elementary school teachers deal with a wide range of issues on a daily basis, such as managing classroom dynamics, addressing the needs of various learners, and curriculum mastery. Increasing teachers' administrative competence is essential for promoting professional development, improving classroom practices, and keeping up with research and successful teaching techniques (Chetty et al., 2014; Oke et al., 2015; Yildiz, 2017). Studies emphasize how intricate this process of growth is and how

important it is to enhancing learning environments. It is also essential to look into how teachers' administrative competence affects these experiences (Melo, 2021; Ayalew et al., 2022; Djonko-Moore, 2015).

Previous research has linked the abilities and commitment of outstanding teachers to improved student performance, highlighting the importance of keeping them on staff. The success of education is greatly impacted by teachers' administrative ability, which includes abilities like strategic planning and problem-solving (Silva, 2021; Rincon, Niño, & Gomez, 2017). Concurrently, self-actualization and community engagement are fostered in a supportive "accessary environment," which is essential for teacher satisfaction and retention in schools (Giacometti, 2005; Rossi, 2018; Djonko-Moore, 2015).

On the other hand, low levels of support and unpleasant work environments lead to teacher discontent and attrition. Comprehending these dynamics becomes imperative in settings such as the Philippines, where teacher attrition is a critical concern (Smith, 2013; Medina, 2012; Shukla, 2014). There are, however, gaps in our knowledge regarding the ways in which the accessary environment moderate's links between administrative proficiency and instructional experiences because the majority of research to date has focused on direct influences.

With a focus on Davao City's Talomo District, this study uses structural equation modeling in conjunction with moderation analysis to close this gap. This study attempts to offer practical insights for educational policies and practices by investigating how administrative proficiency influences teachers' experiences, modified by the accessary environment (Mopal, 2015; Delima, 2015).

By illuminating elements essential to teacher engagement and retention, this investigation sought to provide a more comprehensive view of educational research in Philippine contexts.

B. Theoretical/Conceptual Framework

The engagement model developed by Macey and Schneider (2008), which states that highly effective teachers who have emotional, cognitive, and behavioral ties to teaching are more likely to stay in the field, is the basis for this study. When teachers find their work worthwhile, well-resourced, and in a secure setting, they devote a great deal of time and effort to it. In support of this, Shuck (2011) notes that teachers flourish in academically challenging and encouraging school environments that promote independence and empowerment.

Additionally, Ahuja and Gupta (2018) emphasize that teacher engagement strengthens their resolve to stay in the field, particularly when it is in line with the results-oriented culture of the business. When a teacher's personal and professional orientations fit with the mission and goals of the school, they can promote sustained engagement and retention, which in turn leads to longevity in the teaching profession.

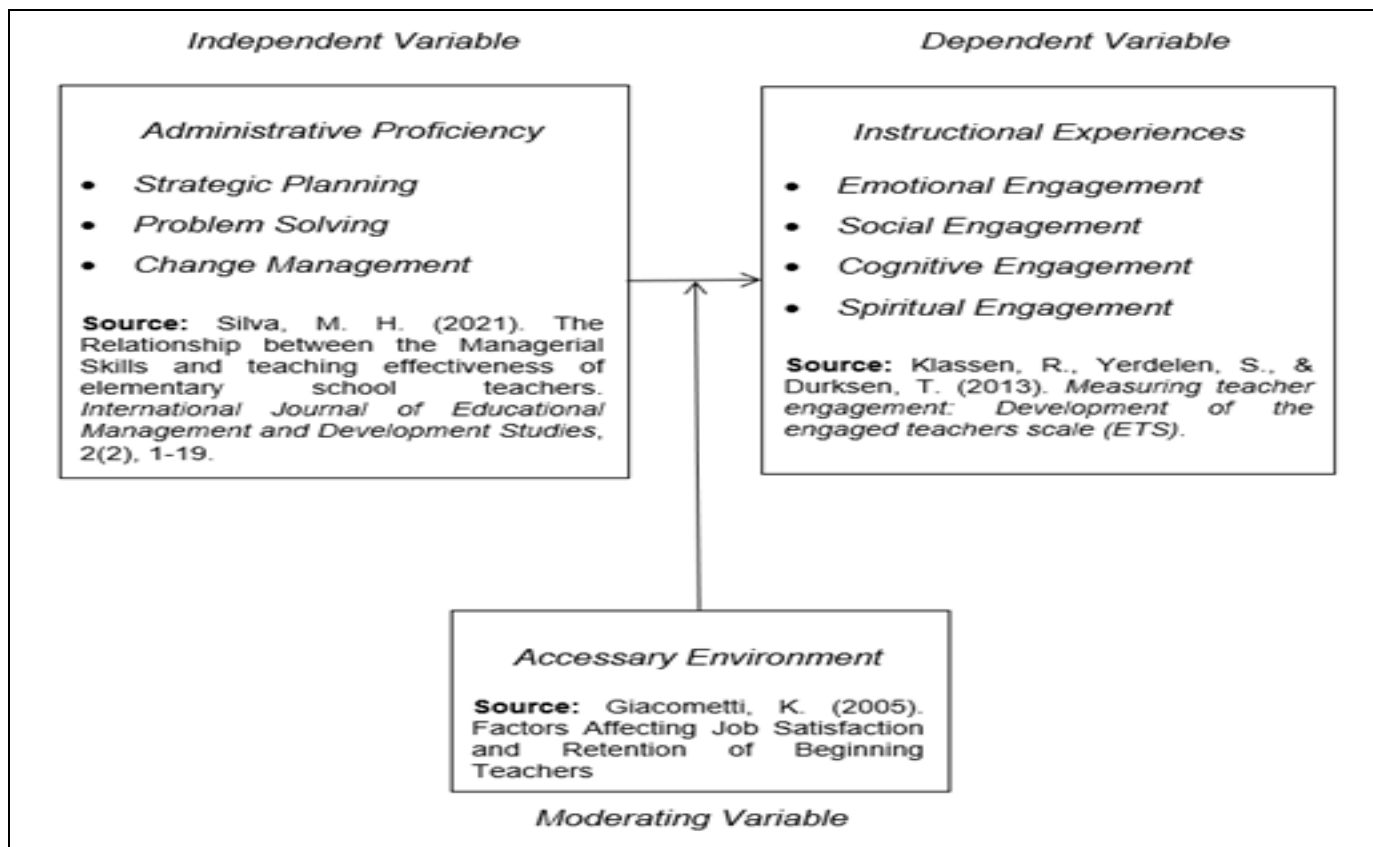


Fig 1: The Conceptual Framework of the Study

This study examines three key variables: administrative proficiency as the independent variable, which encompasses strategic planning (defining strategy and resource allocation), problem solving (enhancing educational quality), and change management (facilitating continuous learning); teachers' instructional experiences as the dependent variable, covering emotional, social, cognitive, and spiritual engagement; and supportive environment as the mediating variable, fostering self-discovery, group connection, and relationship-building among teachers (Silva, 2021; Klassen et al., 2013; Giacometti, 2005). These variables are crucial for understanding how administrative skills influence teachers' engagement and experiences in the educational setting.

C. Statement of the Problem

The primary objective of this study was to determine the moderating effect of accessary environment on the interaction between administrative proficiency and

teachers' instructional experiences in Talomo District, Davao City. Thus, the result of the study will the answer the following questions:

- *What is the Extent of Teachers' Administrative Proficiency in Terms of:*
 - Strategic Planning;
 - Problem Solving; And
 - Change Management?
- *What is the Extent of Teachers' Instructional Experiences in Terms of:*
 - Emotional Engagement;
 - Social Engagement;
 - Cognitive Engagement; And
 - Spiritual Engagement?

➤ *What is the Extent of Accessary Environment (Moderator)?*

➤ *Is there Significant Relationship among Teachers' Administrative Proficiency, Experiences, and Accessary Environment in Talomo District, Davao City?*

➤ *Do Accessary Environment have Significant Moderating Effect on the Interaction between Teachers' Administrative Proficiency and Teachers' Instructional Experiences in Talomo District, Davao City?*

D. Hypotheses

➤ *The Following Hypotheses were Tested at 0.05 Level of Significance:*

- H01: There is no significant relationship among teachers' administrative proficiency, experiences, and accessory environment in Talomo District, Davao City.
- H02: Accessary environment does not have significant moderating effect on the interaction between teachers' administrative proficiency and teachers' instructional experiences in Talomo District, Davao City.

II. METHOD

A. Research Design

In order to collect complete data on teachers' administrative skills, their instructional experiences, and the mediating impact of the accessory environment in Talomo District, Davao City, the study used a non-experimental design with descriptive correlation approaches. This method, which is quantitative in nature, emphasizes numerical data, logical analysis, and impartial reasoning (Babbie et al., 2010). Myers and Well (2013) state that this correlated design makes it easier to investigate the causal links between these factors over time by allowing for the examination of how independent variables like administrative proficiency influence dependent variables like instructional experiences. In order to further our understanding of these processes in the context of education, the study intends to ascertain if the accessory environment significantly modifies the connection between instructors' administrative proficiency and instructional experiences.

B. Research Respondents

The study involved 175 elementary school teachers from Talomo District, Davao City, selected through stratified random sampling. Only permanent-regular teachers who voluntarily signed the ICF were included, focusing solely on gathering relevant information for the study's objectives, without considering teachers' performance ratings.

C. Research Instrument

Survey questions that were customized and adjusted for the study were used. A 5-point Likert scale with an average cutoff point of 2.5 and a uniform interval of 0.80 was utilized for each section of the questionnaire. Strategic planning, issue resolution, and change management were the three dimensions Silva (2021) used to measure teachers' administrative competency in the first section. The scale demonstrated excellent consistency among its items and high reliability (Cronbach's alpha = 0.918).

The second section, which was taken from Klassen et al. (2013), concentrated on the instructional experiences of teachers and covered emotional involvement, cognitive engagement, social engagement with students, and social engagement with colleagues. High dependability was also shown in this area (Cronbach's alpha = 0.911).

Using a 5-point Likert scale, the accessory environment—which was taken from Giacometti's (2005) work—was assessed in the third section. Also, it demonstrated strong dependability (Cronbach's alpha = 0.766). The study's analysis and interpretation were guided by the mean scores, which were utilized to assess each variable's extent.

D. Data Analysis

Key statistical approaches were used in the study to assess the information gathered from elementary school teachers in Davao City's Talomo District. In order to meet goals pertaining to these factors, the mean was utilized to describe the administrative competence, learning experiences, and accessory environment of teachers. By calculating the linear associations between paired data (r), the Pearson Product Moment Correlation evaluated significant links between administrative proficiency, educational experiences, and auxiliary surroundings. In order to shed light on the links between administrative proficiency and instructional experiences in the setting of the study, Hierarchical Regression Analysis was used to assess how accessory environment influenced the interaction between the two.

III. RESULTS AND DISCUSSION

A. Teachers' Administrative Proficiency in Talomo District, Davao City

Strategic Planning. Specifically, this dimension's category mean of 3.22 is regarded as fairly extensive, meaning that Talomo District, Davao City, occasionally observes teachers' administrative proficiency in terms of strategic planning. The items' mean ratings range from 2.78 to 4.01. The proposal for a school event and program had a mean rating of 2.78, indicating that it is somewhat comprehensive. This rating is consistent with the frequency of observations made in Davao City's Talomo District. The item "Supporting the school's mission, vision, and values" received a mean grade of 4.01, indicating that teachers in Davao City's Talomo District consider it to be comprehensive and frequently observed.

Table 1: Extent of Teachers' Administrative Proficiency in Terms of Strategic Planning

Statement	Mean	Descriptive Rating
1. Setting the specific objectives and outcomes of the classroom activities.	3.29	Moderately Extensive
2. Proposing school event and program.	2.78	Moderately Extensive
3. Supporting the school's mission, vision and values.	4.01	Extensive
4. Understanding how learning best occurs as a role of teachers as facilitator.	2.91	Moderately Extensive
5. Detailing contemporary education trends and expectations in the classroom activities.	3.12	Moderately Extensive
Mean	3.22	Moderately Extensive

The findings reveal that Talomo District, Davao City sometimes has an effective strategy or direction and resource allocation mechanism. The findings support Nazari et al. (2016)'s claim that effective managers must plan to develop communication and management skills. Additionally, Goodarzi et al. (2015) agrees that managers who consider effective communication networks, improve human skills, including communication and management skills of organization managers, and explain their relationship can improve communication. Organizational effectiveness will result.

➤ *Problem Solving*

The category mean for problem solving is 4.19, suggesting substantial administrative proficiency among instructors in Talomo District, Davao City. Item ratings average 4.01 to 4.57. The mean grade for "Empowering to see what goes on in the working environment" is 4.01 (extensive, oftentimes witnessed), while "Reflecting to appropriate and react to solutions as they arise" is 4.57 (very extensive, always observed). This shows that creative and quality-improving teacher skills are often observed. The findings confirm Pineda-Escobar and Cortes (2018), who say problem solving is a vital managerial ability for improving learning for students and teachers. Valles-Montero et al. (2020) further stress that problem solving and planning require accurate and systematic policy development and priority selection.

Table 2: Extent of Teachers' Administrative Proficiency in Terms of Problem Solving

Statement	Mean	Descriptive Rating
1. Reflecting to appropriate and react to solutions as they arise.	4.57	Very Extensive
2. Empowering to see what goes on in working environment.	4.01	Extensive
3. Devising creative solutions to abstract problems.	4.17	Extensive
4. Organizing teamwork to solve a problem.	4.07	Extensive
5. Considering how the members of the club work together.	4.12	Extensive
Mean	4.19	Extensive

- Change Management. A relatively extensive category mean of 3.07 indicates that teachers' administrative proficiency in Talomo District, Davao City is regularly noticed. The average item rating is 2.68 to 3.67. "Evaluating the current status to reach the desired aim"

has a mean value of 2.68, indicating modest extent and teacher observation. However, "Assisting strategy to meet the goal of the organization" has a mean value of 3.67, which instructors in Talomo District, Davao City often view as extensive.

Table 3: Extent of Teachers’ Administrative Proficiency in Terms of Change Management

Statement	Mean	Descriptive Rating
1. Helping to design approach to transitioning individuals of the teacher organization.	2.86	Moderately Extensive
2. Assisting strategy to meet the goal of the organization.	3.67	Extensive
3. Evaluating the current status to reach the desired aim.	2.68	Moderately Extensive
Mean	3.07	Moderately Extensive

The Talomo District in Davao City is occasionally seen to be engaged in the process of providing systematic competence acquisition and stimulating continuous learning and knowledge generation, as indicated by the relatively extensive rating on this area. This result is consistent with Hodges' (2015) claim that those who practice discipline are more likely to perform better at work. Furthermore, it bolsters the argument made by Valentine et al. (2014) that effective management enhances organizational performance, particularly when different strategies foster an ethical culture among staff members, including instructors.

Table 4 displays the level of administrative proficiency among instructors in Davao City's Talomo District. With an overall mean of 3.49, it may be considered extensive and frequently noticed. The findings show that teachers' administrative problem-solving skills received the highest mean score of 4.19, which was characterized as extensive and interpreted as frequently witnessed. Teachers' administrative proficiency in change management, on the other hand, had the lowest mean score of 3.07, meaning that it was considered to be moderately extensive and occasionally seen.

Table 4: Summary on the Extent of Teachers Administrative Proficiency in Talomo District, Davao City

Indicators	Mean	Descriptive Equivalent
Strategic Planning	3.22	Moderately Extensive
Problem Solving	4.19	Extensive
Change Management	3.07	Moderately Extensive
Overall	3.49	Extensive

Teachers in Talomo District, Davao City, frequently observe teachers' ability to visualize the organization as a whole, according to the detailed rating on this particular variable. This result is consistent with the findings of Kim et al. (2019), who stress the need for educators to enhance their conceptual abilities in order to think strategically and have a broad, long-term perspective. Teachers are better equipped to comprehend their work environment and react to circumstances that arise with suitable and thoughtful responses because to this growth. Furthermore, the outcome validates Silva's (2021) claim that an understanding of perceived leadership abilities is essential to understanding the relationships between various elements and the organization as a whole.

B. Teachers’ Instructional Experiences in Talomo District, Davao City

- *Emotional Engagement.* Table 5 shows that this domain of teachers' experiences is sometimes present in Talomo District, Davao City, with a moderately extensive category mean of 3.32. The average item rating is 2.92 to 3.78. The item "Feeling happy while teaching" has a mean rating of 2.92, indicating extensive, frequent manifestation. The item "Being excited about teaching" has a mean value of 3.78, indicating broad and frequent occurrence.

These findings suggest that Talomo District, Davao City teachers sometimes show interest in teaching new topics and student welfare. Kuok and Taormina (2017) found that teachers feel well and work hard during instructing. The findings also confirm Rich et al. (2010), who claimed that employees' feelings and beliefs drive their task completion. Shuck and Reio (2013) added that emotionally involved people feel pride in their company.

Table 5: Extent of Teachers’ Instructional Experiences in Terms of Emotional Engagement

Statement	Mean	Descriptive Rating
1. Loving teaching.	3.12	Moderately Extensive
2. Being excited about teaching.	3.78	Extensive
3. Feeling happy while teaching.	2.92	Moderately Extensive
4. Finding teaching is fun.	3.46	Extensive
Mean	3.32	Moderately Extensive

- *Social Engagement.* Table 6 shows that Talomo District, Davao City teachers commonly experience this domain, which has a category mean of 3.49, indicating intensive instruction. The average item rating is 2.64 to 3.98. The item "Caring about the problems of my colleagues and students while at school" has a mean grade of 2.64, indicating moderate extent and occasional manifestation. The item "Valuing the relationships I build with my students and colleagues

while at school" has a mean value of 3.98, indicating extensive and frequent manifestation.

The findings indicate that Talomo District, Davao City instructors commonly form ties with colleagues and stakeholders. According to Pianta et al. (2012), teaching requires a level of social interaction rarely found in other occupations. Ferris et al. (2012) also found that people with excellent social skills have more pleasant social interactions, higher performance ratings, promotions, and better compensation.

Table 6: Extent of Teachers Instructional Experiences in Terms of Social Engagement

Statement	Mean	Descriptive Rating
1. Valuing the relationships I build with my students and colleagues while at school.	3.98	Extensive
2. Being aware of my students’ and colleagues’ feelings while at school.	3.46	Extensive
3. Caring about the problems of my colleagues and students while at school.	2.64	Moderately Extensive
4. Connecting well with my colleagues and students while at school.	3.89	Extensive
Mean	3.49	Extensive

- *Cognitive Engagement.* Table 7 shows that Talomo District, Davao City teachers commonly experience this domain, which has a category mean of 3.57, indicating intensive instruction. The average item rating is 3.26 to 4.02. The item "Working with intensity while teaching" has a mean value of 3.26, indicating moderate extent and frequent occurrence. The item "Trying my hardest to perform well while teaching" has a mean value of 4.02, indicating broad and frequent occurrence.

The extensive ranking in this category indicates that Talomo District, Davao City instructors consistently use their cognitive resources, including thinking about and focusing on their tasks. Kuok and Taormina (2017) found that cognitive work engagement makes time pass quickly. Teachers with strong cognitive functions may boost organizational productivity.

Table 7: Extent of Teachers’ Instructional Experiences in Terms of Cognitive Engagement

Statement	Mean	Descriptive Rating
1. Paying a lot of attention to my work while teaching.	3.56	Extensive
2. Throwing myself into my work while teaching.	3.44	Extensive
3. Working with intensity while teaching.	3.26	Moderately Extensive
4. Trying my hardest to perform well while teaching.	4.02	Extensive
Mean	3.57	Extensive

• *Spiritual Engagement.* Table 8 shows that spiritual engagement is moderately extensive with a category mean of 3.21. This means instructors' spiritual engagement lessons sometimes appear in Talomo District, Davao City. The mean item ratings are 3.07–3.44. The item "Showing that promoting a better world is as important as spiritual practices" has a mean value of 3.07, indicating moderate extent and sometimes manifestation. The item "Believing that spiritual beliefs are helpful in my daily routines in the class" gets a

mean grade of 3.44, indicating that instructors in Talomo District, Davao City regularly demonstrate it.

The conclusion reveals that Talomo District, Davao City, occasionally believes spiritual practices can aid job adjustment and happiness. This supports Osman-Gani et al. (2010), who found spiritual engagement in many workers' ethical attitudes, moral reasoning, and management conduct. It also agrees with Akkerman and Meijer (2011) that instructors' teaching and learning beliefs influence their actions and self-perception as teachers.

Table 8: Extent of Teachers’ Instructional Experiences in Terms of Spiritual Engagement

Statement	Mean	Descriptive Rating
1. My educational philosophy relies on my a particular religious practices.	3.13	Very Extensive
2. Being confident because of my religious upbringing.	3.18	Extensive
3. Showing that promoting a better world is as important as spiritual practices is.	3.07	Extensive
4. Believing that spiritual beliefs is helpful in my daily routines in the class.	3.44	Very Extensive
Mean	3.21	Very Extensive

Last, Table 9 shows that instructors' instructional experiences in Talomo District, Davao City, average 3.40, indicating that they occur frequently. Cognitive involvement was instructors' greatest mean score of 3.57, while spiritual engagement was their lowest at 3.21, both extensive and sometimes evident.

This shows that Talomo District, Davao City teachers often volunteer their time and resources for instructional responsibilities. Schaufeli and Salanova (2011) found that teaching engagement reflects energy, which motivates teachers to perform energetically. Teaching requires a level of social engagement—energy spent building relationships—unlike other professions. The study also supports Gülbahar (2017), who discovered that teaching engagement is linked to positive organizational behaviors like personal initiative, drive to learn, taking on more duties, and planning.

Table 9: Summary on the Extent of Teachers’ Instructional Experiences in Talomo District, Davao City

Indicators	Mean	Descriptive Equivalent
Emotional Engagement	3.32	Moderately Extensive
Social Engagement	3.49	Extensive
Cognitive Engagement	3.57	Extensive
Spiritual Engagement	3.21	Moderately Extensive
Overall	3.40	Extensive

C. Accessory Environment in Talomo District, Davao City

According to Table 10, the teachers' perception of the accessory environment in Talomo District, Davao City, has an overall mean of 3.33, which is considered to be moderately extensive. The goods have mean ratings ranging from 2.92 to 3.76. With a mean value of 2.92, the item "The school head supports my decisions and actions" indicates that it is occasionally visible. With a mean score of 3.76, "Believing that work provides a powerful channel to express one's knowledge, ability, and creativity" is regarded as comprehensive and frequently evident. This implies that the respondents occasionally exhibit an atmosphere that fosters self-discovery, group connection, the expressing of beliefs and values, and relationship-building.

As said by Kundu and Lata (2017), the majority of people want a better work environment, which is supported by the reasonably extensive rating of the accessory environment. A healthy working community emphasizes employment resources, which helps to fortify employment ties and manage high employment demands. This research confirms Rossi's (2018) theory that a favorable work environment plays a critical role in predicting turnover since it makes leaving the company seem like a sacrifice when one feels valued and connected to the rest of the workforce.

Table 10: Summary Table on the Extent of Accessory Environment in Talomo District, Davao City

Statement	Mean	Descriptive Rating
1. The school head ensures that we have the necessary materials to carry out our teaching assignment.	3.14	Moderately Extensive
2. The school head is very supportive of the staff when new teaching methods are being implemented.	3.49	Extensive
3. The school head supports my decisions and actions.	2.92	Moderately Extensive
4. The school environment created by a strong leadership team and support from the staff helps to create a positive environment in which to teach.	3.76	Extensive
Mean	3.33	Moderately Extensive

D. Relationship among Teachers’ Administrative Proficiency, Instructional Experiences, and Accessory Environment in Talomo District, Davao City

The findings of the study on the correlation between teachers' administrative proficiency, instructional experiences, and accessory environment in Talomo District, Davao City are presented. Bivariate correlation analysis

was conducted using Pearson product moment correlation to ascertain the link between the listed variables.

Table 11: Relationship among Teachers’ Administrative Proficiency, Instructional Experiences and Accessary Environment in Talomo District, Davao City

Variables	Instructional Experiences	Accessary Environment
Administrative Proficiency	0.554**	0.662**
	0.000	0.000
Instructional Experiences	1	0.279**
		0.000

****Significant @ $p < 0.05$**

Table 11 demonstrates a strong positive correlation between teachers' administrative proficiency and instructional experiences in Talomo District, Davao City. The p-value of .000, which is less than the significance level of .05, indicates that this association is statistically significant ($r = .731, p < .05$). This suggests that when teachers' administrative competence improves, their instructional experiences also improve, resulting in the rejection of the null hypothesis that there is no meaningful association. This discovery is consistent with the research conducted by Rincon et al. (2017), which suggests that the perception of leadership competency leads to the systematic implementation of activities to achieve organizational objectives. Similarly, Abila (2014) found that these talents are crucial in efficiently organizing programs and policies.

Furthermore, there is a strong positive correlation ($r = .675, p < .05$) between teachers' administrative competence and the accessary environment. This suggests that improvements in administrative proficiency have a major impact on the accessary environment. This aligns with the findings of Arias-Velandia et al. (2018), who assert that instructors' leadership and managerial abilities have the potential to impact classroom behavior and guide students towards their goals. Muraina (2017) further highlights that possessing managerial abilities is crucial for good

organizational management. In addition, there is a strong positive correlation ($r = .681, p < .05$) between the accessary environment and instructors' educational experiences. This indicates that enhancing the environment can lead to improvements in teaching experiences. This study aligns with Lucy's (2018) assertion that enhanced work circumstances and administrative assistance contribute to the long-term involvement of teachers in the profession.

E. Moderating Effect of Accessary Environment on the Interaction Between Teachers’ Administrative Proficiency and Instructional Experiences in Talomo District in Davao City

The moderating effect of the accessary environment (AE) on the relationship between teachers' administrative proficiency (TAP) and instructional experiences (IE) in Talomo District, Davao City, was tested using hierarchical regression analysis. Results in Table 12 show that the Beta coefficients for Step 1 analysis of TAP and IE were $\beta = 0.105, S.E. = 0.056, p < 0.05$, and for AE and IE were $\beta = 0.211, S.E. = 0.049, p < 0.05$. When perceived TAP and AE were included as the only independent variables (without an interaction term), the regression model explained 63.80% of the variance in IE in Talomo District, Davao City ($R^2 = 0.638, p < 0.05$).

Table 12: Moderating Effect of Accessary Environment on the Interaction Between Teachers’ Administrative Proficiency and Instructional Experiences in Talomo District in Davao City

Step 1	Instructional Experiences (IE)				
	B	Beta	S.E	p-value	Decisions
Teachers’ Administrative Proficiency (TAP)	.105	.131	.056	.000	Reject H ₀
Accessary Environment (IE)	.211	.078	.049	.000	Reject H ₀
R ² = 0.638	F-value = 117.884**		p-value = 0.000		
Step 2					
Teachers’ Administrative Proficiency (TAP)	.384**	.576	.031	.000	Reject H ₀
Accessary Environment (IE)	.177**	.126	.048	.000	Reject H ₀
Moderator (TAP*IE)	.224**	.089	.052	.000	Reject H ₀
R ² = 0.722	F-value = 132.087**		p-value = 0.000		

***Significant @ $p < 0.05$**

The Beta coefficients for the Step 2 analysis of teachers' administrative proficiency (TAP) and instructional experiences (IE) were $\beta = 0.384$, S.E. = 0.031, $p < 0.05$. The Beta coefficients for the accessory environment (AE) and instructional experiences (IE) were $\beta = 0.177$, S.E. = 0.048, $p < 0.05$. Lastly, the Beta coefficients for the interaction term (TAP*AE) and instructional experiences (IE) were $\beta = 0.224$, S.E. = 0.052, $p < 0.05$. When the interaction between TAP and AE was included to the model, the percentage of instructional experiences (IE) described by the model increased to 72.20% ($R^2 = 0.722$, $p < 0.05$). This means that the interaction term accounted for an additional 8.40% of the variance in the dependent variable ($\Delta R^2 = 0.084$). Thus, the null hypothesis was disproven, indicating that the accessory environment (AE) played a substantial role in influencing the relationship between teachers' administrative proficiency (TAP) and instructional experiences (IE) in Talomo District, Davao City.

This study highlights the importance of the supplementary environment in greatly improving the interplay between instructors' administrative competence and instructional experiences. This finding aligns with the research conducted by Ahuja and Gupta (2018), which observed that instructors who have been with educational organizations for a long time tend to acquire a deep comprehension of the school's focus on achieving outcomes. This understanding is a crucial component in predicting the level of work engagement among teachers. In addition, it is consistent with Macey and Schneider's (2008) engagement model, which proposes that highly effective teachers are more inclined to dedicate time, physical effort, and mental focus to their work if it is meaningful, secure, and well supported with resources.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

The study sought to investigate the role of the accessory environment in mediating the relationship between teachers' administrative proficiency and instructional experiences. This was done using a non-experimental quantitative design with a correlation technique. The researcher employed stratified random sampling to pick 175 primary school teachers in Talomo District, Davao City. Survey questionnaires were revised and improved before being tested in a neighboring school to confirm that they were reliable and internally consistent.

The key findings revealed that teachers' administrative competency had an average score of 3.49, indicating a moderately comprehensive level. Specifically, the scores for strategic planning, problem resolution, and change management were 3.22, 4.19, and 3.07, respectively. The average rating for teachers' teaching experiences was 3.40, indicating a high level of participation. Specifically, emotional, social, cognitive, and spiritual engagement scored 3.32, 3.49, 3.57, and 3.21, respectively. The accessory environment had a mean value of 3.33, indicating a relatively broad level.

Strong positive correlations were observed between teachers' administrative competence and instructional experiences ($r = .554$, $p < .05$), teachers' administrative competence and the supportive environment ($r = .662$, $p < .05$), and the supportive environment and instructional experiences ($r = .279$, $p < .05$). The presence of the accessory environment had a substantial impact on the association between teachers' administrative proficiency and instructional experiences. This increased the amount of variance explained in instructional experiences to 72.20% ($R^2 = 0.722$, $p < .05$) and added an additional 8.40% ($\Delta R^2 = 0.084$).

B. Conclusions

Multiple conclusions were derived from the findings. The instructors in Talomo District, Davao City, were highly skilled in administrative tasks, especially in addressing issues. However, their expertise in strategic planning and change management was graded as fairly extensive. Teachers frequently demonstrate the capacity to perceive the organization as a cohesive entity. Overall, teachers' educational experiences were extensively valued, with social and cognitive engagement receiving an extensive rating, while emotional and spiritual involvement were relatively substantial. This indicates that individuals often demonstrate the voluntary allocation of their personal resources to fulfill the requirements of the teaching profession.

Furthermore, the accessory environment in Talomo District was characterized as vast, suggesting that it can occasionally foster self-discovery, social bonding, and the manifestation of views and ideals. The study revealed a notable correlation between instructors' administrative competence and both educational experiences and the supportive environment. Moreover, there was a strong correlation between the surrounding environment and the educational experiences. The accessory environment had a crucial role in modulating the relationship between instructors' administrative proficiency and instructional experiences, emphasizing its vital impact on this interaction.

C. Recommendations

The researcher recommends that DepEd officials should develop policies to enhance educational practices concerning teaching engagement. This can be achieved by establishing necessary infrastructure, formulating clear mission statements, allocating resources for teacher leadership, and creating advisory groups consisting of administrators and community members. In addition, school administrators can improve communication with teachers by being open, proactive, and punctual, ensuring that teachers are involved in important discussions. Additional research should investigate the elements that influence the relationship between teachers' administrative skills and instructional experiences. This study revealed that the inclusion of the accessory environment explained only 72.20% of the variation in instructional experiences.

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