

School Heads' Instructional and Administrative Supervision towards Teachers' Behavior and Productivity

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Abstract

This study aimed to determine the significant correlation between school heads' instructional and administrative supervision towards teachers' behavior and productivity. The researcher attempted to determine: the level of instructional supervision of the senior high secondary school head in the division of laguna; the level of administrative supervision of the senior high secondary school head in the division of laguna; the level of behavior of the senior high teachers in the division of laguna; and the level of productivity of the senior high teachers in the division of laguna. The researcher found significant relationships between senior high school head instructional supervision and senior high teachers' behavior and productivity, as well as between senior high school head administrative supervision and senior high teachers' behavior and productivity.

This study is descriptive in research design. It involved 200 senior high school teacher who were randomly selected by cluster sampling technique. Pearson correlation was utilized to analyze the significant relationship between the level of instructional and administrative supervision done by the school head and the teachers' behavior and productivity.

Salient findings revealed that the senior high school head provide an exceptionally high level of instructional supervision. This means that instructional supervision in the Division of Laguna is characterized by strong leadership, clear establishment of expectations, effective curriculum implementation, supportive feedback mechanisms. These positive behaviors contribute to a conducive learning environment and support the overall effectiveness of teaching practices in the division. Additionally, the senior high teachers in the division of laguna exhibit an exceptionally high levels of productivity across various aspects of teaching, including pedagogy, time management, technology integration, satisfaction, and instructional alignment, contributing to an effective teaching environment. Furthermore, both the instructional and administrative supervision done by the senior high school head in the division of laguna has a significant relationship towards teachers' behavior and productivity. This means that various aspects of senior high school head instructional supervision significantly correlate with desirable behaviors among teachers as well as teachers' productivity. The relationships observed are weak to moderate but statistically significant. Similarly, different dimensions of senior high school head administrative supervision significantly correlate to desirable behaviors among teachers and their productivity. The relationships observed are weak to moderate but statistically significant.

The researcher identified significant relationships between senior high school head instructional supervision and teachers' behavior and productivity, as well as between senior high school head administrative supervision and teachers' behavior and productivity. The study showed that these relationships exist, rejecting the hypotheses that there is no significant relationship between school heads' supervision and teachers' behavior and productivity.

Based on the findings and conclusion of this study the following recommendations are endorsed: The government may find ways to increase teachers' compensation and benefits to boost the teachers' satisfaction; School supervisors may give technical assistance to school head that having difficulties in instructional and administrative supervision; school head may continually assess and enhance their supervisory practices to better support teachers in their roles, ultimately leading to improved student outcomes; school head may also mediate and provide private discussions to teachers having conflict to address and resolves conflict within the staff; school head may also allocate budget to technological resources to support teaching and learning; and school heads may also hold meetings or shared written documentation to communicate budget allocation and financial priorities to teachers.

Keywords: School supervisors; administrative supervision; productivity

1. Introduction

The role of school heads in the Philippines has significantly changed since the acceptance and execution of the Philippine Professional standard for school heads (DepEd Order No. 24, s. 2020). The responsibility and accountability of school head now are taking care of the people in school while improving the performance and health of the organization by doing this function they utilized various strategies and practices of Instructional and administrative supervision to ensure the continuous development of their organizations and to ensure that teachers and administrative staff are productive and behaving according to their role.

In the basic education report in the Philippines last 2022, some issues that plagued the Philippine Basic Education System was pointed out. One of the issues that was mentioned was the overwork of teachers doing administrative task and pressed for a review on the current set-up in the school.

Moreover, the continuous appeal of different teachers' alliance for salary increases and the plea to reduce teachers' work shows the dissatisfaction of teachers that may lead to affect teachers' behavior and productivity.

Hoque, et. al. (2020) stated in his study that the effectiveness and attitude of teachers are unrelated to the methods used for supervision. However, there is a strong and positive correlation between instructors' performance and attitudes and directive supervision.

Furthermore, Sunaryo, (2020) stated in his study that the ability to oversee the performance of school's teachers is essential for the principal. School principals work is to improve overall teacher performance as part of their duties related to performance management, with the goal of achieving improved outcomes.

This prompted the researcher to conduct this dissertation about School Head's instructional and administrative supervision towards teachers' behavior and productivity.

1.1 Statement of the Problem

Specifically it sought answer to the following question:

1. What is the level of instructional supervision of the senior high school head in the Division of Laguna in terms of:
 - 1.1. Leadership style;
 - 1.2. Establish Expectation;
 - 1.3. Curriculum Implementation;
 - 1.4. Giving Feedback; and
 - 1.5. Technology Integration?
2. What is the level of administrative supervision of the senior high school head in the Division of Laguna in terms of:
 - 2.1. Resource Management;
 - 2.2. Policy Compliance ;
 - 2.3. Student Welfare;
 - 2.4. Professional Support; and
 - 2.5. Stakeholders' Engagement?
3. What is the level of Behavior of the senior high teachers in the Division of Laguna in terms of:
 - 3.1. Classroom Management;
 - 3.2. Giving Feedback;
 - 3.3. Flexibility;

- 3.4. Attitude; and
- 3.5. Self-efficacy?
4. What is the level of Productivity of the senior high teachers in the Division of Laguna in terms of:
 - 4.1. Teaching Pedagogy;
 - 4.2. Time Management;
 - 4.3. Technology in Teaching;
 - 4.4. Teachers' satisfaction; and
 - 4.5. Instructional Expectation?
5. Is there a significant relationship between Senior High School Heads' instructional supervision and senior high teachers' behavior?
6. Is there a significant relationship between Senior High School Heads' Instructional supervision and senior high teachers' productivity?
7. Is there a significant relationship between Senior High Schools' Head administrative supervision and senior high teachers' behavior?
8. Is there a significant relationship between senior high school heads' administrative supervision and senior high teachers' productivity?

2. Methodology

Descriptive research is a research method that aims to accurately and systematically describe a population, situation or phenomenon. It involves the recording, analysis and interpretation of the actual nature and composition or processes of phenomena. The focus is on dominant conclusions or on how a person, group or thing conducts or works in the present. Sharma (2019) defines descriptive study design as a research method that observes and describes the behavior of subjects from a scientific viewpoint with regard to variables of Design

This design will be used by the researcher to analyze the data systematically and to identify the relationship of instructional and administrative supervision done by the senior high school head of Laguna as perceived by senior high teachers and its relationship to the teachers' behavior and productivity.

3. Results and Discussion

This chapter presents the statistical analysis of data and the corresponding interpretation and discussion of findings based on the statement of the problems and hypothesis of the study.

Level of Instructional Supervision of the Senior High School Head in the Division of Laguna

Table 1 Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Leadership Style

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>The School Head...</i>			
1. communicates the school's vision and goals to the staff	4.51	0.78	Strongly Agree
2. encourages open communication and feedback from the staff.	4.33	0.89	Strongly Agree

3. demonstrates a commitment to fostering a positive school culture.	4.37	0.89	Strongly Agree
4. involves staff in decision-making processes that affect their work.	4.35	0.94	Strongly Agree
5. ensures staff members feel empowered to take initiative and contribute to school improvement.	4.38	0.92	Strongly Agree
6. addresses and resolves conflicts within the staff.	4.25	0.99	Strongly Agree
7. navigates challenges and adapts to changes in education.	4.43	0.91	Strongly Agree
Weighted Mean	4.37		
SD	0.83		
Verbal Interpretation	Exceptionally High		

Table 1 illustrate the Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Leadership Style. From the statements, “The School head communicates the school's vision and goals to the staff” yielded the highest mean score (M=4.51, SD=0.78) and was remarked as Strongly Agree. On the other hand, “The School Head addresses and resolves conflicts within the staff.” received the lowest mean score of responses with (M=4.25, SD=0.99) yet was also remarked Strongly Agree.

The Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Leadership Style attained a weighted mean score of 4.37 and a standard deviation of 0.83 and was Exceptionally High among the respondents. This suggest that the senior high secondary school head in the Division of Laguna demonstrates strong leadership qualities. They effectively communicate the school's vision, encourage open communication, foster a positive culture, involve staff in decision-making, empower staff members, address conflicts, and adapt to challenges in education, contributing to a conducive instructional environment.

Table 2 Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Establish Expectation

STATEMENTS	MEAN	SD	REMARKS
<i>The School Head...</i>			
1. provides a clear orientation on the expectations for new staff members.	4.35	0.90	Strongly Agree
2. communicates any changes or updates to expectations regularly.	4.34	0.87	Strongly Agree
3. ensures that staff members receive timely and transparent information about adjustment to expectations	4.35	0.87	Strongly Agree
4. involves staff members in the process of establishing team or department expectations	4.34	0.86	Strongly Agree
5. provides adequate resources and support to help staff meet established expectations.	4.37	0.82	Strongly Agree
6. provides constructive feedback to staff members regarding their performance against expectations.	4.36	0.88	Strongly Agree
7. gives recognition to individuals and teams who consistently meet or exceed expectations.	4.44	0.80	Strongly Agree

Weighted Mean	4.36
SD	0.79
Verbal Interpretation	Exceptionally High

Table 2 exemplifies Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Establish Expectation “The School head gives recognition to individuals and teams who consistently meet or exceed expectations.” produced the highest mean score (M=4.44, SD=0.80) and was remarked as Strongly Agree. On the other hand, “The School Head communicates any changes or updates to expectations regularly” and “The school head involves staff members in the process of establishing team or department expectations” received the lowest mean score of responses with (M=4.335, SD=0.87, 0.86) yet was also remarked Strongly Agree.

The Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Establish Expectation reached a weighted mean score of 4.36 and a standard deviation of 0.79 and was Exceptionally High among the respondents. This indicate that the senior high secondary school head in the Division of Laguna effectively sets clear expectations for staff members, communicates changes or updates regularly, involves staff in the process, provides necessary resources and support, offers constructive feedback, and recognizes achievements, contributing to a conducive instructional environment focused on meeting and exceeding expectations.

Table 3 Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Curriculum Implementation

STATEMENTS	MEAN	SD	REMARKS
<i>The School Head...</i>			
1. communicates the curriculum goals and objectives clearly to the teaching staff.	4.45	0.83	Strongly Agree
2. ensures a clear curriculum implementation plan across different grade levels and subjects.	4.42	0.83	Strongly Agree
3. involves teachers in the planning and decision-making processes related to curriculum implementation	4.37	0.88	Strongly Agree
4. ensures teachers access to the necessary resources and materials for effective curriculum delivery.	4.39	0.81	Strongly Agree
5. monitors the progress of curriculum implementation through classroom observations or other means.	4.45	0.81	Strongly Agree
6. ensures that regular assessments and feedback mechanisms are in place to evaluate the effectiveness of curriculum delivery.	4.45	0.81	Strongly Agree
Weighted Mean	4.42		
SD	0.77		
Verbal Interpretation	Exceptionally High		

Table 3 shows the Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Curriculum Implementation. From the statements, “The school head communicates the curriculum goals and objectives clearly to the teaching staff.”, “monitors the progress of

curriculum implementation through classroom observations or other means.” and “The School Head ensures that regular assessments and feedback mechanisms are in place to evaluate the effectiveness of curriculum delivery.”. Bore the highest mean score of (M=4.45, SD=0.83, 0.81, 0.81), and was remarked as Strongly Agree. On the other hand, “The school head involves teachers in the planning and decision-making processes related to curriculum implementation” received the lowest mean score of responses with (M=4.37, SD=0.88) yet was also remarked strongly agree.

The Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Curriculum Implementation. achieved a weighted mean score of 4.42 and a standard deviation of 0.77 and was Exceptionally High among the respondents. This indicates that the senior high secondary school head in the Division of Laguna is highly effective in overseeing curriculum implementation. They effectively communicate goals and objectives, ensure clear implementation plans, involve teachers in decision-making, provide necessary resources, monitor progress, and implement assessment and feedback mechanisms to evaluate effectiveness, contributing to a well-structured and effective curriculum delivery system.

Table 4 Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Giving Feedback

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>The School Head...</i>			
1. provides timely feedback after classroom observations.	4.37	0.85	Strongly Agree
2. ensures that feedback on classroom performance is provided regularly throughout the school year.	4.40	0.84	Strongly Agree
3. provides clear and easy-to-understand feedback.	4.37	0.87	Strongly Agree
4. provides feedback with specific examples and actionable suggestions for improvement.	4.37	0.86	Strongly Agree
5. ensures that constructive criticism is delivered in a supportive and helpful manner.	4.36	0.86	Strongly Agree
6. provides feedback that is tailored to individual teacher needs and strengths.	4.34	0.90	Strongly Agree
<i>Weighted Mean</i>	<i>4.37</i>		
<i>SD</i>	<i>0.82</i>		
<i>Verbal Interpretation</i>	<i>Exceptionally High</i>		

Table 4 shows the Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Giving Feedback. From the statements, “The school head ensures that feedback on classroom performance is provided regularly throughout the school year” borne the highest mean score (M=4.40, SD=0.84) and was remarked as Strongly Agree. On the other hand, “provides feedback that is tailored to individual teacher needs and strengths” received the lowest mean score of responses with (M=4.44, SD=0.90) yet was also remarked Strongly Agree.

The Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Giving Feedback accomplished a weighted mean score of 4.37 and a standard deviation of 0.82 and was Exceptionally High among the respondents. This indicates that the senior high secondary school head in the Division of Laguna is highly effective in providing feedback to teachers. They ensure feedback is timely, regular, clear, specific, constructive, and tailored to individual needs and strengths, fostering a supportive environment for continuous improvement in teaching practices.

Table 5 Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Technology Integration

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>The School Head...</i>			
1. communicates the vision and goals for technology integration within the school.	4.37	0.83	Strongly Agree
2. integrates technology into various administrative processes in the school (e.g., communication, record-keeping).	4.39	0.84	Strongly Agree
3. encourages and supports teachers in incorporating technology into their teaching practices.	4.41	0.81	Strongly Agree
4. provides adequate technological resources to support teaching and learning	4.27	0.86	Strongly Agree
5. utilizes technology tools for effective communication with staff, students, and parents.	4.37	0.79	Strongly Agree
6. ensures that technology is used for efficient data management, including student attendance, grades, and assessments.	4.40	0.81	Strongly Agree
<i>Weighted Mean</i>	<i>4.37</i>		
<i>SD</i>	<i>0.76</i>		
<i>Verbal Interpretation</i>	<i>Exceptionally High</i>		

Table 5 proves the Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Technology Integration. From the statements, “The school head encourages and supports teachers in incorporating technology into their teaching practices.” generated the highest mean score (M=4.41, SD=0.81) and was remarked as Strongly Agree. On the other hand, “The school head provides adequate technological resources to support teaching and learning” received the lowest mean score of responses with (M=4.27, SD=0.86) yet was also remarked Strongly Agree.

The Level of instructional supervision of the senior high secondary school head in the Division of Laguna in terms of Technology Integration conquered a weighted mean score of 4.37 and a standard deviation of 0.76 and was Exceptionally High among the respondents. The data suggests that the senior high secondary school head in the Division of Laguna is highly effective in promoting and integrating technology within the school. They communicate the vision and goals for technology integration, integrate technology into administrative processes, support teachers in utilizing technology in teaching, provide adequate resources, utilize technology for effective communication, and ensure efficient data management through technology, contributing to an environment conducive to leveraging technology for teaching and learning.

Level of Administrative Supervision of the Senior High Secondary School Head in The Division Of Laguna

Table 6 Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Resource Management

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
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<i>The School Head...</i>			
1. communicates the budget allocation and financial priorities to staff	4.24	0.98	Strongly Agree
2. aligns the resource allocation decisions to the overall goal and priorities of the school	4.25	0.94	Strongly Agree
3. manages the school budget to meet the needs of various departments.	4.25	0.93	Strongly Agree
4. prioritizes educational programs and students' needs in the budget decision-making	4.29	0.93	Strongly Agree
5. ensures that staffing levels are adequate to support the school's educational goals.	4.29	0.89	Strongly Agree
6. manages physical resources efficiently (e.g., classrooms, facilities, equipment).	4.30	0.86	Strongly Agree
7. provides opportunities for staff input and collaboration in resource management decisions.	4.27	0.90	Strongly Agree
Weighted Mean	4.27		
SD	0.87		
Verbal Interpretation	Exceptionally High		

Table 6 explains the Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Resource Management. From the statements, "The school head manages physical resources efficiently (e.g., classrooms, facilities, equipment)." returned the highest mean score (M=4.30, SD=0.86) and was remarked as Strongly Agree. On the other hand, "The school head communicates the budget allocation and financial priorities to staff" received the lowest mean score of responses with (M=4.24, SD=0.98) yet was also remarked Strongly Agree.

Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Resource Management got a weighted mean score of 4.27 and a standard deviation of 0.87 and was Exceptionally High among the respondents. These results indicate a highly effective and collaborative approach to resource management within the senior high secondary school in the Division of Laguna.

Table 7 Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Policy Compliance

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>The School Head...</i>			
1. communicates school policies to staff members.	4.47	0.79	Strongly Agree
2. ensures that teaching and non-teaching staff are well-informed about the existing policies within the school.	4.42	0.83	Strongly Agree
3. monitors policy compliance across different departments consistently.	4.37	0.84	Strongly Agree
4. provides adequate support and resources to help staff understand and comply with policies.	4.34	0.85	Strongly Agree
5. ensures that regular training sessions are conducted to educate staff on changes or updates to	4.41	0.82	Strongly Agree

existing policies.

6. seeks input from staff members on how policies could be improved or refined 4.33 0.87 Strongly Agree

Weighted Mean 4.39

SD 0.78

Verbal Interpretation Exceptionally High

Table 7 illustrates the Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Policy Compliance. From the statements, “The school Head communicates school policies to staff members.” yielded the highest mean score (M=4.50, SD=0.60) and was remarked as Strongly Agree. On the other hand, “The School Head seeks input from staff members on how policies could be improved or refined” received the lowest mean score of responses with (M=4.33, SD=0.88) yet was also remarked Strongly Agree.

The Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Policy Compliance attained a weighted mean score of 4.39 and a standard deviation of 0.78 and was Exceptionally High among the respondents. The data suggests that the senior high secondary school head in the Division of Laguna is highly effective in communicating, implementing, and ensuring compliance with school policies among staff members. They consistently provide support, resources, and opportunities for feedback, contributing to a strong administrative framework within the school.

Table 8 Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Student Welfare

STATEMENTS	MEAN	SD	REMARKS
<i>The School Head...</i>			
1. demonstrates a solid commitment to students' overall well-being and safety.	4.44	0.82	Strongly Agree
2. communicates the student welfare policies and procedures to staff, students, and parents.	4.40	0.80	Strongly Agree
3. ensures that there is adequate health and safety measures to protect students within the school premises.	4.40	0.78	Strongly Agree
4. ensures that the school provides counseling services to address students' social and emotional needs.	4.42	0.80	Strongly Agree
5. communicates with students to understand their concerns and needs.	4.34	0.86	Strongly Agree
6. ensures that parents are well-informed about school activities and their child's well-being.	4.43	0.75	Strongly Agree
7. guarantees that measures are in place to prevent and address bullying or discrimination within the school.	4.46	0.80	Strongly Agree
Weighted Mean	4.41		
SD	0.74		
Verbal Interpretation	Exceptionally High		

Table 8 exemplifies Level of administrative supervision of the senior high secondary school head in

the Division of Laguna in terms of Student Welfare. From the statements, “The school head guarantees that measures are in place to prevent and address bullying or discrimination within the school.” produced the highest mean score ($M=4.46$, $SD=0.86$) and was remarked as Strongly Agree. On the other hand, “The school head communicates with students to understand their concerns and needs.” received the lowest mean score of responses with ($M=4.34$, $SD=0.86$) yet was also remarked Strongly Agree.

The Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Student Welfare reached a weighted mean score of 4.41 and a standard deviation of 0.74 and was Exceptionally High among the respondents. This indicates that the senior high secondary school head in the Division of Laguna demonstrates a strong commitment to student welfare. They effectively communicate policies, provide necessary resources, and take proactive measures to ensure the safety, well-being, and emotional support of students within the school environment.

Table 9 Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Professional Support

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>The School Head...</i>			
1. is accessible and approachable for staff seeking professional support.	4.40	0.90	Strongly Agree
2. provides a variety of professional development opportunities for staff.	4.35	0.89	Strongly Agree
3. aligns opportunities for continuing education and training with the individual needs of teachers	4.35	0.87	Strongly Agree
4. supports mentorship programs to help new or less experienced teachers.	4.38	0.90	Strongly Agree
5. recognizes and acknowledges the achievements and efforts of staff members.	4.38	0.85	Strongly Agree
6. encourages teachers to pursue professional growth and development	4.43	0.88	Strongly Agree
<i>Weighted Mean</i>	<i>4.38</i>		
<i>SD</i>	<i>0.84</i>		
<i>Verbal Interpretation</i>	<i>Exceptionally High</i>		

Table 9 demonstrates the Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Professional Support. From the statements, “The school head encourages teachers to pursue professional growth and development” bore the highest mean score ($M=4.43$, $SD=0.88$) and was remarked as Strongly Agree. On the other hand, “The school head provides a variety of professional development opportunities for staff” and “The School head aligns opportunities for continuing education and training with the individual needs of teachers” received the lowest mean score of responses with ($M=4.35$, $SD=0.89$, 0.87) yet was also remarked Strongly Agree.

The Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Professional Support achieved a weighted mean score of 4.38 and a standard deviation of 0.84 and was Exceptionally High among the respondents. This demonstrates that the senior high secondary school head in the Division of Laguna is highly effective in providing professional support to the staff. They are accessible, offer various development opportunities, tailor training to individual needs, support mentorship programs, and actively recognize and encourage professional growth among teachers.

Table 10 Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Stakeholders' Engagement

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>The School Head...</i>			
1. communicates the school's vision, mission, and goals to stakeholders.	4.53	0.69	Strongly Agree
2. ensures that stakeholders (e.g., parents and community members) are well-informed about school activities and decisions.	4.51	0.69	Strongly Agree
3. encourages and supports parental involvement in school activities.	4.54	0.66	Strongly Agree
4. guarantees that effective communication channels are in place to keep parents informed about their child's progress and school events.	4.47	0.69	Strongly Agree
5. ensures that the school collaborates with local businesses or organizations to benefit the community.	4.47	0.70	Strongly Agree
6. collaborates with educational authorities (e.g., district officials, educational boards).	4.51	0.68	Strongly Agree
<i>Weighted Mean</i>	<i>4.50</i>		
<i>SD</i>	<i>0.63</i>		
<i>Verbal Interpretation</i>	<i>Exceptionally High</i>		

Table 10 shows the Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Stakeholders' Engagement. From the statements, "The school head encourages and supports parental involvement in school activities." borne the highest mean score ($M=4.54$, $SD=0.66$) and was remarked as Strongly Agree. On the other hand, "The school head guarantees that effective communication channels are in place to keep parents informed about their child's progress and school events" and "The school head ensures that the school collaborates with local businesses or organizations to benefit the community" received the lowest mean score of responses with ($M=4.47$, $SD=0.69$, 0.70) yet was also remarked Strongly Agree.

The Level of administrative supervision of the senior high secondary school head in the Division of Laguna in terms of Stakeholders' Engagement accomplished a weighted mean score of 4.50 and a standard deviation of 0.63 and was Very Great Extent among the respondents. This indicate that the senior high secondary school head in the Division of Laguna effectively engages with stakeholders. They communicate the school's vision, keep stakeholders informed about activities and decisions, encourage parental involvement, maintain effective communication channels with parents, collaborate with local businesses or organizations, and work with educational authorities, fostering strong partnerships and engagement with the broader community.

Level of Behavior of The Senior High Teachers in the Division of Laguna

Table 11 Level of Behavior of the senior high teachers in the Division of Laguna in terms of Classroom Management

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I...</i>			
1. communicate instructions and expectations clearly to students.	4.59	0.62	Always
2. enforce classroom rules and procedures consistently	4.59	0.62	Always
3. ensure that students feel acknowledged and rewarded for their positive contributions.	4.63	0.60	Always
4. engage students in learning activities and minimizes disruptions.	4.57	0.62	Always
5. ensure that students feel encouraged to actively participate in class discussions and activities.	4.62	0.62	Always
6. ensure that all students are treated fairly and with respect	4.67	0.54	Always
7. use positive reinforcement strategies to encourage good behavior.	4.64	0.56	Always
Weighted Mean	4.61		
SD	0.53		
Verbal Interpretation	Exceptionally High		

Table 11 proves the Level of Behavior of the senior high teachers in the Division of Laguna in terms of Classroom Management. From the statements, “I ensure that all students are treated fairly and with respect” generated the highest mean score (M=4.67, SD=0.54) and was remarked as Always. On the other hand, “I engage students in learning activities and minimizes disruptions received the lowest mean score of responses with (M=4.57, SD=0.62) yet was also remarked Always.

The Level of Behavior of the senior high teachers in the Division of Laguna in terms of Classroom Management conquered a weighted mean score of 4.61 and a standard deviation of 0.53 and was Exceptionally High among the respondents. This show that the data suggests that the senior high teachers in the Division of Laguna demonstrate exemplary behavior in terms of classroom management. They effectively communicate expectations, enforce rules consistently, acknowledge and reward positive contributions, engage students in learning activities, encourage active participation, treat all students fairly and respectfully, and use positive reinforcement strategies, fostering a conducive learning environment for students.

Table 12 Level of Behavior of the senior high teachers in the Division of Laguna in terms of Giving Feedback

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I...</i>			
1. ensure that my feedback is constructive and helps students understand their strengths and areas for improvement.	4.60	0.55	Always
2. provide timely and meaningful feedback on student work consistently.	4.54	0.57	Always
3. provide clear and specific comments on student assignments or assessments.	4.60	0.56	Always
4. guarantee that my feedback includes actionable	4.55	0.58	Always

suggestions for improvement rather than just pointing out mistakes.			
5. ensure that my feedback aligns with the stated learning goals for assignment and assessment.	4.59	0.57	Always
6. ensure that students feel motivated to act on the feedback provided to improve their performance.	4.61	0.57	Always
Weighted Mean	4.58		
SD	0.50		
Verbal Interpretation	Exceptionally High		

Table 12 explains the level of Behavior of the senior high teachers in the Division of Laguna in terms of Giving Feedback. From the statements, “I ensure that students feel motivated to act on the feedback provided to improve their performance” returned the highest mean score (M=4.61, SD=0.57) and was remarked as Always. On the other hand, “provide timely and meaningful feedback on student work consistently” received the lowest mean score of responses with (M=4.54, SD=0.57) yet was also remarked Always.

Level of Behavior of the senior high teachers in the Division of Laguna in terms of Giving Feedback got a weighted mean score of 4.58 and a standard deviation of 0.50 and was exceptionally High among the respondents. This demonstrate that the senior high teachers in the Division of Laguna demonstrate exemplary behavior in terms of providing feedback to students. They ensure feedback is constructive, timely, clear, specific, actionable, aligned with learning goals, and motivates students to improve their performance, fostering a conducive learning environment.

Table 13 Level of Behavior of the senior high teachers in the Division of Laguna in terms of Flexibility

STATEMENTS	MEAN	SD	REMARKS
<i>I...</i>			
1. am flexible in adapting to changes in the educational environment.	4.67	0.54	Always
2. am willing to adjust my plans when faced with unexpected changes in the classroom or school setting.	4.67	0.55	Always
3. modify my lesson plans to meet the diverse learning needs of my students regularly.	4.58	0.58	Always
4. can easily make impromptu changes to my lesson plan when necessary.	4.56	0.58	Always
5. am comfortable working collaboratively with other teachers or staff.	4.61	0.58	Always
6. differentiate my teaching to accommodate various learning styles and abilities within my classroom.	4.60	0.58	Always
7. handle unexpected disruptions or changes in the classroom while ensuring continued student engagement.	4.55	0.57	Always
Weighted Mean	4.60		
SD	0.49		
Verbal Interpretation	Exceptionally High		

Table 13 illustrates the level of Behavior of the senior high teachers in the Division of Laguna in terms of Flexibility. From the statements, “I am flexible in adapting to changes in the educational environment.” and “I am willing to adjust my plans when faced with unexpected changes in the classroom or school setting” produced the highest mean score ($M=4.67$, $SD=0.54$, 0.55) and was remarked as Always. On the other hand, “I handle unexpected disruptions or changes in the classroom while ensuring continued student engagement.” received the lowest mean score of responses with ($M=4.55$, $SD=0.57$) yet was also remarked Always.

The level of Behavior of the senior high teachers in the Division of Laguna in terms of Flexibility attained a weighted mean score of 4.60 and a standard deviation of 0.49 and was Exceptionally High among the respondents. This demonstrate that the senior high teachers in the Division of Laguna demonstrate exemplary behavior in terms of flexibility. They adapt to changes in the educational environment, adjust plans in response to unexpected changes, modify lesson plans to meet diverse student needs, make impromptu changes when necessary, collaborate effectively with colleagues, differentiate teaching to accommodate various learning styles, and handle disruptions while maintaining student engagement, contributing to a dynamic and responsive learning environment.

Table 14 Level of Behavior of the senior high teachers in the Division of Laguna in terms of Attitude

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I...</i>			
1. approach my teaching with a positive attitude.	4.70	0.52	Always
2. treat all students with respect and fairness.	4.74	0.52	Always
3. create a positive and inclusive classroom environment.	4.67	0.55	Always
4. am approachable and open to student questions and concerns.	4.70	0.55	Always
5. maintain positive and collaborative relationships with my colleagues.	4.70	0.53	Always
6. am adaptable and open to changes in the educational environment.	4.64	0.55	Always
7. maintain a positive attitude even in the face of challenges.	4.65	0.53	Always
Weighted Mean	4.68		
SD	0.47		
Verbal Interpretation	Exceptionally High		

Table 14 exemplifies the level of Behavior of the senior high teachers in the Division of Laguna in terms of Attitude. From the statements, “I treat all students with respect and fairness.” bore the highest mean score ($M=4.74$, $SD=0.52$) and was remarked as Always On the other hand, “I am adaptable and open to changes in the educational environment.”received the lowest mean score of responses with ($M=4.64$, $SD=0.66$, 0.55) yet was also remarked Always.

The level of Behavior of the senior high teachers in the Division of Laguna in terms of Attitude reached a weighted mean score of 4.68 and a standard deviation of 0.47 and was Exceptionally High among the respondents. The data suggests that the senior high teachers in the Division of Laguna demonstrate exemplary behavior in terms of attitude. They approach teaching with a positive attitude, treat all students with respect and fairness, create a positive and inclusive classroom environment, are approachable and open

to student questions and concerns, maintain positive and collaborative relationships with colleagues, are adaptable and open to changes in the educational environment, and maintain a positive attitude even in the face of challenges, contributing to a supportive and conducive learning environment.

Table 15 Level of Behavior of the senior high teachers in the Division of Laguna in terms of Self-Efficacy

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I...</i>			
1. am confident in my ability to handle challenges in the classroom.	4.64	0.54	Always
2. feel capable of managing my classroom effectively.	4.62	0.55	Always
3. believe I can engage all students in meaningful learning activities.	4.63	0.54	Always
4. feel confident in my ability to motivate students to participate and excel in their studies	4.63	0.55	Always
5. am confident in my ability to differentiate instruction to meet the diverse needs of my students.	4.59	0.54	Always
6. believe I can successfully incorporate new strategies and methodologies into my teaching practice.	4.59	0.56	Always
Weighted Mean	4.61		
SD	0.48		
Verbal Interpretation	Exceptionally High		

Table 15 demonstrates the Level of Behavior of the senior high teachers in the Division of Laguna in terms of Self-Efficacy. From the statements, “I am confident in my ability to handle challenges in the classroom.” borne the highest mean score (M=4.64, SD=0.54) and was remarked as Always. On the other hand, “I am confident in my ability to differentiate instruction to meet the diverse needs of my students” and “I believe I can successfully incorporate new strategies and methodologies into my teaching practice” received the lowest mean score of responses with (M=4.59, SD=0.54, 0.56) yet was also remarked Always.

The Level of Behavior of the senior high teachers in the Division of Laguna in terms of Self-Efficacy achieved a weighted mean score of 4.61 and a standard deviation of 0.48 and was Exceptionally High among the respondents. This show that that the senior high teachers in the Division of Laguna demonstrate exemplary behavior in terms of self-efficacy. They are confident in their ability to handle challenges in the classroom, manage their classrooms effectively, engage all students in meaningful learning activities, motivate students to excel, differentiate instruction to meet diverse needs, and incorporate new strategies and methodologies into their teaching practices, contributing to a positive and effective learning environment.

Level of Productivity of The Senior High Teachers in The Division of Laguna

Table 16 Level of Productivity of the senior high teachers in the Division of Laguna in terms of Teaching Pedagogy

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
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<i>I...</i>			
1. ensure that my teaching is guided by a well-defined and coherent philosophy of education	4.59	0.55	Always
2. believe in fostering critical thinking and problem-solving skills among my students.	4.57	0.55	Always
3. use a variety of instructional strategies to meet the diverse learning needs of my students.	4.60	0.57	Always
4. adapt my teaching methods to incorporate active learning and student engagement.	4.61	0.54	Always
5. use a variety of assessment methods to gauge students' understanding and progress.	4.57	0.55	Always
6. promote an inclusive and supportive learning environment for all students.	4.59	0.54	Always
7. am open to incorporating new pedagogical approaches based on research and best practices.	4.58	0.56	Always
Weighted Mean	<i>4.59</i>		
SD	<i>0.48</i>		
Verbal Interpretation	<i>Exceptionally High</i>		

Table 16 shows the level of Productivity of the senior high teachers in the Division of Laguna in terms of Teaching Pedagogy. From the statements, “I adapt my teaching methods to incorporate active learning and student engagement” generated the highest mean score (M=4.61, SD=0.54) and was remarked as Always. On the other hand, “I believe in fostering critical thinking and problem-solving skills among my students” and “I use a variety of assessment methods to gauge students' understanding and progress” received the lowest mean score of responses with (M=4.57, SD=0.55) yet was also remarked Always.

The level of Productivity of the senior high teachers in the Division of Laguna in terms of Teaching Pedagogy accomplished a weighted mean score of 4.59 and a standard deviation of 0.48 and was Exceptionally High among the respondents. This demonstrate that the senior high teachers in the Division of Laguna demonstrate exemplary productivity in terms of teaching pedagogy. They ensure that their teaching is guided by a well-defined philosophy of education, foster critical thinking and problem-solving skills, use a variety of instructional strategies to meet diverse learning needs, adapt teaching methods to engage students actively, employ various assessment methods, promote an inclusive and supportive learning environment, and remain open to incorporating new pedagogical approaches based on research and best practices, contributing to effective teaching and learning experiences for students.

Table 17 Level of Productivity of the senior high teachers in the Division of Laguna in terms of Time Management

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I...</i>			
1. manage my time during the school day effectively.	4.57	0.58	Always
2. can prioritize tasks efficiently to meet deadlines	4.55	0.58	Always
3. allocate sufficient time for lesson planning and preparation	4.52	0.57	Always
4. manage classroom activities to optimize learning time	4.58	0.56	Always

5. handle disruptions promptly, minimizing the impact on instructional time	4.55	0.57	Always
6. allocate time for professional development to enhance my teaching skills	4.58	0.59	Always
7. can maintain a healthy work-life balance.	4.55	0.63	Always
8. am satisfied with the amount of time I dedicate to personal and family activities	4.57	0.58	Always
Weighted Mean	4.56		
SD	0.50		
Verbal Interpretation	Exceptionally High		

Table 17 illustrate Level of Productivity of the senior high teachers in the Division of Laguna in terms of Time Management. From the statements, “I manage classroom activities to optimize learning time” and “I allocate time for professional development to enhance my teaching skills” generated the highest mean score (M=4.58, SD=0.56, 0.59) and was remarked as Always. On the other hand, “I allocate sufficient time for lesson planning and preparation” received the lowest mean score of responses with (M=4.52, SD=0.57) yet was also remarked Always.

The level of Productivity of the senior high teachers in the Division of Laguna in terms of Time Management accomplished a weighted mean score of 4.56 and a standard deviation of 0.50 and was Exceptionally High among the respondents. The data suggests that the senior high teachers in the Division of Laguna demonstrate exemplary productivity in terms of time management. They effectively manage their time during the school day, prioritize tasks efficiently to meet deadlines, allocate sufficient time for lesson planning and preparation, optimize learning time in the classroom, handle disruptions promptly, allocate time for professional development, and maintain a healthy work-life balance, contributing to a well-balanced and efficient work environment.

Table 18 Level of Productivity of the senior high teachers in the Division of Laguna in terms of Technology in Teaching

STATEMENTS	MEAN	SD	REMARKS
<i>I...</i>			
1. integrate technology into my teaching methods effectively	4.65	0.55	Always
2. believe that technology enhances the learning experience for my students	4.65	0.56	Always
3. incorporate educational software and applications in my lessons	4.45	0.68	Always
4. create multimedia content (videos, presentations, etc.) to supplement my lessons.	4.49	0.69	Always
5. find that using multimedia content enhances student understanding of complex topics.	4.56	0.62	Always
6. use technology for conducting assessments and providing feedback to students.	4.51	0.68	Always
7. feel confident in my ability to adapt to new educational technologies.	4.58	0.64	Always
Weighted Mean	4.55		
SD	0.54		

Verbal Interpretation**Exceptionally High**

Table 18 exemplify the level of Productivity of the senior high teachers in the Division of Laguna in terms of Technology in Teaching. From the statements, “I integrate technology into my teaching methods effectively” and “I believe that technology enhances the learning experience for my students” generated the highest mean score ($M=4.65$, $SD=0.55$, 0.56) and was remarked as Always On the other hand, “I incorporate educational software and applications in my lessons” received the lowest mean score of responses with ($M=4.55$, $SD=0.54$) yet was also remarked Always

The level of Productivity of the senior high teachers in the Division of Laguna in terms of Technology in Teaching accomplished a weighted mean score of 4.55 and a standard deviation of 0.54 and was Exceptionally High among the respondents. This show that the senior high teachers in the Division of Laguna demonstrate exemplary productivity in terms of integrating technology into teaching. They effectively integrate technology into their teaching methods, believe it enhances the learning experience for students, incorporate educational software and applications, create multimedia content to supplement lessons, find that multimedia content enhances student understanding, use technology for assessments and feedback, and feel confident in adapting to new educational technologies, contributing to a technologically enriched learning environment.

Table 19 Level of Productivity of the senior high teachers in the Division of Laguna in terms of Teachers’ satisfaction

STATEMENTS	MEAN	SD	REMARKS
<i>I...</i>			
1. am satisfied with my overall job as a teacher.	4.50	0.68	Always
2. find fulfillment in my role as an educator.	4.55	0.63	Always
3. am satisfied with the overall work environment in my school.	4.43	0.75	Always
4. am satisfied with the professional development opportunities provided by the school.	4.43	0.73	Always
5. am satisfied with my current compensation as a teacher.	4.19	0.99	Often
6. am satisfied with the benefits provided by my school (healthcare, retirement, etc.).	4.14	1.02	Often
7. am satisfied with the opportunities for career development and advancement in my school.	4.34	0.82	Always
8. believe there are opportunities for growth and advancement in my teaching career.	4.43	0.79	Always
Weighted Mean	4.37		
SD	0.69		
Verbal Interpretation	Exceptionally High		

Table 19 demonstrate the Level of Productivity of the senior high teachers in the Division of Laguna in terms of Teachers’ satisfaction. The statement, “I find fulfillment in my role as an educator” bore the highest mean score of ($M=4.55$, $SD=0.63$) and was remarked as Always. While, “I am satisfied with the benefits provided by my school (healthcare, retirement, etc)” received the lowest mean score of ($M=4.14$, $SD=1.02$) yet was also remarked Often.

The level of Productivity of the senior high teachers in the Division of Laguna in terms of Teachers satisfaction accomplished a weighted mean score of 4.37 and a standard deviation of 0.69 and was Exceptionally High among the respondents. This indicate that the senior high teachers in the Division of Laguna demonstrate exemplary productivity in terms of satisfaction. They are satisfied with their overall job as teachers, find fulfillment in their role as educators, are satisfied with the overall work environment and professional development opportunities provided by the school, and believe there are ample opportunities for career development and advancement, contributing to a positive and fulfilling work experience. However, there is relatively lower satisfaction with current compensation and benefits, though still at an agreeable level.

It is supported by the statement Ansah-Hughes, (2016) that although teachers' thought that teaching is their dream job many are dissatisfied with the lack of security in their career specifically on their salary.

Table 20 Level of Productivity of the senior high teachers in the Division of Laguna in terms of Instructional Expectation

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I...</i>			
1. understand the academic goals and objectives expected in my teaching role.	4.59	0.56	Always
2. believe that my instructional expectations align with curriculum standards.	4.58	0.58	Always
3. feel confident that I am meeting or exceeding the established curriculum standards.	4.48	0.58	Always
4. am encouraged to employ engaging teaching methods to enhance student learning.	4.57	0.55	Always
5. am expected to use varied assessment methods to evaluate student understanding	4.57	0.57	Always
6. receive adequate support for implementing effective assessment practices.	4.50	0.60	Always
7.. am provided with professional development opportunities to enhance my instructional skills.	4.52	0.58	Always
Weighted Mean	<i>4.54</i>		
SD	<i>0.51</i>		
Verbal Interpretation	<i>Exceptionally High</i>		

Table 20 show the level of productivity of senior high teachers in the Division of Laguna in terms of Instructional expectations. From the statements, "I understand the academic goals and objectives expected in my teaching role" generated the highest mean score (M=4.59, SD=0.556) and was remarked as Always. On the other hand, "I feel confident that I am meeting or exceeding the established curriculum standards." received the lowest mean score of responses with (M=4.48, SD=0.58) yet was also remarked Always.

The level of Productivity of the senior high teachers in the Division of Laguna in terms of Instructional Expectation accomplished a weighted mean score of 4.54 and a standard deviation of 0.51 and was Exceptionally High among the respondents. The data suggests that the senior high teachers in the Division of Laguna demonstrate exemplary productivity in terms of instructional expectation. They understand and align academic goals with curriculum standards, feel confident in meeting or exceeding these standards, are encouraged to employ engaging teaching methods and varied assessment methods, and receive adequate support and professional development opportunities to enhance their instructional skills, contributing to effective teaching and student learning outcomes.

Significant relationship between Senior High School Head instructional supervision and senior high teachers' behavior

Table 21 Significant relationship between Senior High School Head instructional supervision and senior high teachers' behavior

School Heads' Instructional Supervision		Teachers' behavior				
		Classroom Management	Giving Feedback	Flexibility	Attitude	Self-Efficacy
Leadership Style	Pearson Correlation	.472**	.423**	.391**	.426**	.413**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Establish Expectation	Pearson Correlation	.517**	.450**	.426**	.428**	.422**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Curriculum Implementation	Pearson Correlation	.472**	.433**	.394**	.427**	.388**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Classroom Feedback	Pearson Correlation	.507**	.467**	.458**	.476**	.440**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Technology Integration	Pearson Correlation	.568**	.476**	.463**	.461**	.452**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Scale		Strength				
0.80 – 1.00		Very Strong				
0.60 – 0.79		Strong				
0.40 – 0.59		Moderate				
0.20 – 0.39		Weak				
0.00 – 0.19		Very Weak				

The Leadership style, establish expectation, Curriculum Implementation, classroom feedback and Technology integration of School heads' instructional supervision were observed to have significant relationship to Teachers' behavior's classroom management, giving feedback, flexibility, attitude, and self-efficacy. This is based on the computed r values obtained from the tests with weak to moderate relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings below, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between Senior High School Head instructional supervision and senior high teachers' behavior" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. This suggests that effective instructional supervision by school heads tends to correlate with desirable behaviors among teachers, such as effective classroom management, providing constructive feedback, demonstrating flexibility, maintaining a positive attitude, and having a strong sense of self-efficacy

Significant relationship between Senior High School Head instructional supervision and senior high teachers' productivity

Table 22 Significant relationship between Senior High School Head instructional supervision and senior high teachers' productivity

School Heads' Instructional Supervision		Teachers' Productivity				
		Teaching Pedagogy	Time Management	Technology in Teaching	Teachers' satisfaction	Instructional Expectation
Leadership Style	Pearson Correlation	.410**	.449**	.338**	.564**	.494**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Establish Expectation	Pearson Correlation	.420**	.464**	.369**	.535**	.500**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Curriculum Implementation	Pearson Correlation	.394**	.451**	.350**	.520**	.490**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Classroom Feedback	Pearson Correlation	.472**	.488**	.369**	.570**	.528**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Technology Integration	Pearson Correlation	.483**	.461**	.400**	.554**	.561**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Scale		Strength				
0.80 – 1.00		Very Strong				
0.60 – 0.79		Strong				
0.40 – 0.59		Moderate				
0.20 – 0.39		Weak				
0.00 – 0.19		Very Weak				

Table 22 shows the Significant relationship between Senior High School Head instructional supervision and senior high teachers' productivity.

The Leadership style, Establish expectation, Curriculum Implementation, classroom feedback and Technology integration of School heads' instructional supervision were observed to have significant relationship to Teachers' productivity's teaching pedagogy, time management, technology in teaching, teachers' satisfaction and Instructional expectation. This is based on the computed r values obtained from the tests with weak to moderate relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between Senior High School Head instructional supervision and senior high teachers' productivity" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. These correlations suggest that effective instructional supervision by school heads, encompassing aspects like leadership style, clear expectations, curriculum implementation, classroom feedback, and technology integration, is conducive to enhancing teachers' productivity such as

teaching pedagogy, time management, technology use in teaching, teachers' satisfaction, and meeting instructional expectations.

Significant relationship between Senior High School Head administrative supervision and senior high teachers' behavior

Table 23 Significant relationship between Senior High School Head administrative supervision and senior high teachers' behavior

School Heads' Administrative Supervision		Teachers' Behavior				
		Classroom Management	Giving Feedback	Flexibility	Attitude	Self-Efficacy
Resource Management	Pearson Correlation	.479**	.407**	.386**	.414**	.391**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Policy Compliance	Pearson Correlation	.513**	.470**	.399**	.459**	.448**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Student Welfare	Pearson Correlation	.607**	.550**	.501**	.517**	.542**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Professional Support	Pearson Correlation	.509**	.434**	.422**	.417**	.439**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Stakeholders Engagement	Pearson Correlation	.560**	.552**	.530**	.537**	.544**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Scale		Strength				
0.80 – 1.00		Very Strong				
0.60 – 0.79		Strong				
0.40 – 0.59		Moderate				
0.20 – 0.39		Weak				
0.00 – 0.19		Very Weak				

Table 23 demonstrates the Significant relationship between Senior High School Head administrative supervision and senior high teachers' behavior

The Resource management, policy compliance, student welfare, professional support and stakeholders engagement of School heads' administrative supervision were observed to have significant relationship to Teachers' behavior's classroom management, giving feedback, flexibility, attitude and self-efficacy. This is based on the computed r values obtained from the tests with weak to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between Senior High School Head administrative supervision and senior high teachers' behavior" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. This suggests that effective administrative supervision, including resource management, policy compliance, attention to student welfare, provision of professional support, and stakeholders' engagement, tends to be associated with desirable behaviors among teachers, such as effective

classroom management, providing constructive feedback, demonstrating flexibility, maintaining a positive attitude, and having a strong sense of self-efficacy.

Significant relationship between senior high school head administrative supervision and senior high teachers' productivity

Table 24 Significant relationship between senior high school head administrative supervision and senior high teachers' productivity

School Heads' Administrative Supervision		Teachers' Productivity				
		Teaching Pedagogy	Time Management	Technology in Teaching	Teachers' satisfaction	Instructional Expectation
Resource Management	Pearson Correlation	.394**	.439**	.325**	.538**	.510**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Policy Compliance	Pearson Correlation	.436**	.432**	.392**	.546**	.551**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Student Welfare	Pearson Correlation	.494**	.466**	.443**	.497**	.552**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Professional Support	Pearson Correlation	.437**	.383**	.356**	.448**	.504**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Stakeholders Engagement	Pearson Correlation	.527**	.456**	.446**	.463**	.569**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	200	200	200	200	200
Scale		Strength				
0.80 – 1.00		Very Strong				
0.60 – 0.79		Strong				
0.40 – 0.59		Moderate				
0.20 – 0.39		Weak				
0.00 – 0.19		Very Weak				

Table 24 shows the Significant relationship between senior high school head administrative supervision and senior high teachers' productivity

The Resource management, policy compliance, student welfare, professional support and stakeholders engagement of School heads' administrative supervision were observed to have significant relationship to Teachers' productivity's teaching pedagogy, time management, technology in teaching, teachers' satisfaction and Instructional expectation. This is based on the computed r values obtained from the tests with weak to moderate relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between Senior High School Head administrative supervision and senior high teachers' productivity" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. These correlations suggest that effective administrative supervision by

school heads, including resource management, policy compliance, attention to student welfare, provision of professional support, and stakeholders' engagement, positively influences various aspects of teachers' productivity, contributing to better teaching practices, time management, technology integration, satisfaction, and meeting instructional expectations.

4. Conclusion and Recommendation

From the foregoing findings the following conclusions were obtained:

The study showed that the relationship between School heads' instructional supervision and teachers' behavior is significant. Thus, the researcher therefore concluded that the hypothesis stated that "There is no significant relationship between Senior High School Head instructional supervision and senior high teachers' behavior" is rejected.

The study showed significant relationship between School heads' instructional supervision and teachers' productivity. Thus, the researcher therefore concluded that the hypothesis stated that "There is no significant relationship between Senior High School Head Instructional supervision and senior high teachers' productivity." is rejected.

Significant relationship was found between school heads' administrative supervision and teachers' behavior. Therefore, the hypothesis "There is no significant relationship between Senior High School Head administrative supervision and senior high teachers' behavior" is rejected

Significant relationship was also found between school heads' administrative supervision and teachers' productivity. Therefore, the hypothesis "There is no significant relationship between Senior High School Head administrative supervision and senior high teachers' productivity" is rejected.

This highlights the pivotal role of effective leadership and management in educational settings. Effective instructional and administrative supervision by Senior High School Heads significantly influence teachers' behavior and productivity. Various aspects of supervision, such as leadership style, setting clear expectations, curriculum implementation, feedback mechanisms, technology integration, resource management, policy compliance, student welfare, professional support, and stakeholder engagement, play crucial roles in shaping teachers' behaviors and productivity.

Based on the findings and conclusion of this study the following recommendations are endorsed.

1. The government may find ways to increase teachers' compensation and benefits to boost the teachers' satisfaction.
2. School head may continually assess and enhance their supervisory practices to better support teachers in their roles, ultimately leading to improved student outcomes.
3. School head may also mediate and provide private discussions to teachers having conflict to address and resolves conflict within the staff.

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