

# The School Heads' Management and Supervision Skills and Their Role in Shaping On Teachers' Behavior and Competencies

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## Abstract

This study aimed to determine the School Heads' Management and Supervision Skills and their Role in Shaping on Teachers' Behavior and Competencies. It was focused on the Level of School Heads' Management Skills, School Heads' Supervision Skills, Teachers' Behavior and Teachers' Competencies. Also, it evaluates the Significant relation of School Heads' Management and Supervision Skills on the Teachers' Behavior and Competencies.

The study utilized descriptive- correlational research design to determine the relationship between School Heads' Management and Supervision Skills on the Teachers' Behavior and Competencies. The respondents of the study were Teacher I – III of secondary schools in Third Administrative District of Schools Division Office of Laguna where the school heads' management and supervision skills and teachers' behavior and competencies were observed. Using Slovin's Formula, 276 respondents were selected to answer the Survey Questionnaire as the research instrument. Mean, Standard Deviation, and Pearson R Correlation were the statistical treatment used in this study.

The findings showed that, the level of school heads' management skills garnered highly managed to all its indicators except motivating and decision-making were very highly managed. Also, the level of school heads' supervision skills acquired highly supervised to all its indicators. Then, the level of teachers' behavior attained highly admirable. Furthermore, the level of teachers' competencies interpreted as very highly competent. Lastly, a significant relationship between the school heads' management and supervision skills to the teachers' behavior and competencies, opposing to the initial hypotheses.

Based on the findings, it was concluded that there is a significant relationship between the school heads' management and supervision skills to the teachers' behavior and competencies leading to rejection of both hypotheses. This implies the vital role of school heads abilities in shaping on teachers' behavior and competencies in fostering compelling performance, quality, and success of academic institutions.

As the assessment and results presented in the study, several fundamental recommendations have been conceptualized to recognize the implications and possible benefits of the results. School Heads may enhance administrative systems by prioritizing activities based on urgency and importance, using the Eisenhower Matrix to categorize work into four categories: urgent and important, important but not urgent, urgent but not important, and neither urgent nor important. Also, teachers may practice believing in themselves that they have a beneficial influence on the school success. Moreover, they may carefully choose the learning materials that are relevant to the individual requirements and interests through reflective tasks, reflecting on teaching experiences, classroom interactions, and student outcomes.

**Keywords:** School Heads' Management; Supervision Skills; Teachers' Behavior

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## 1. Introduction

In fostering compelling academic performance and quality, the interplay between management and supervision expectations are high. The essential functions that supervision and management undertake in determining the success of academic institutions.

School heads' management and supervision duties cover a broad variety of activities that are necessary for the accomplishment and commendable operation of their schools. Thriving management and supervision aim to inspire and guide staff and students to achieve success and cultivate a lifetime love of learning by striking a balance between administrative responsibilities and instructional leadership.

On the other hand, teachers' behavior and competencies are paramount in developing high-quality teachers, who are necessary for improving school progress. They are committed to keeping up with academic breakthroughs and are constantly searching for innovative methods to improve their craft. Exceptional teachers' behavior and competencies are vital in the school academic settings.

As cited by Kelli, Goddard, & Barnett (2019) describes a teacher's cognitive ability, subject matter knowledge, teaching and learning expertise, licensure, and classroom behaviors are just a few of the characteristics that make them exceptional educators and all of them contribute to school achievement. However, educators are unable to implement long-lasting improvements if strong management and supervision skills of educational leaders are absent.

As exemplifies by Hawthorn (2022) the importance of exceptional educators and competent school leadership in enhancing school performance, at the same time Bolling (2023) emphasizes the need for leaders to transcend administrative functions and adopt a broader educational outlook, despite potential teacher resistance.

The researcher wants to further explore the relationship between school heads' management and supervision skills, teachers' behavior and competencies.

### 1.1 Statement of the Problem

Specifically, it sought to answer the following questions:

1. What is the level of School Heads' Management Skills in terms of:
  - 1.1. Planning;
  - 1.2. Organizing;
  - 1.3. Staffing;
  - 1.4. Leading;
  - 1.5. Controlling;
  - 1.6. Motivating; and
  - 1.7. Decision-Making?
2. What is the level of School Heads' Supervision Skills with regards to:
  - 2.1 Professional Development;
  - 2.2 Supervisory Practices;
  - 2.3 Teachers Satisfaction and Engagement;
  - 2.4 Organizational Support; and
  - 2.5 Communication and Feedback?
3. What is the level of Teachers' Behavior relative to:
  - 3.1 Individual Characteristics;
  - 3.2 Colleague Connections;
  - 3.3 Self-Concept;
  - 3.4 Teacher-Student Engagement; and

### 3.5 Classroom Management?

4. What is the level of Teachers' Competencies as to:
  - 4.1 Qualifications and Experience;
  - 4.2 Teaching Pedagogies;
  - 4.3 Use of Appropriate Learning Resources;
  - 4.4 Support and Collaboration; and
  - 4.5 Feedback and Evaluation?
5. Does the School Heads' Management Skills have significant relationship on the Teachers' Behavior and Competencies?
6. Does the School Heads' Supervision Skills have significant relationship on the Teachers' Behavior and Competencies?

## 2. Methodology

The research design used in this study was descriptive since it wanted to know "what is" the prevailing conditions particularly how the school heads' management and supervision skills and their role in shaping the teachers' behavior and competencies. It dealt with assessing the level of school heads' management and supervision skills through a survey questionnaire which was the source of data.

McCombes (2019) described a research design as a plan to address a series of questions. It is also often referred to as a research strategy. It is a framework that contains the steps and techniques for gathering, examining, and interpreting data. Put another way, the research design is a component of the research proposal that outlines the researcher's approach to addressing the study's main issue.

## 3. Results and Discussion

This chapter deals with the presentation, analysis and interpretation of data. It discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the School Heads' Management and Supervision Skills and Their Role in Shaping on Teachers' Behavior and Competencies.

### Level of School Heads' Management Skills

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as very evident, evident, moderately evident, slightly evident, and not evident.

Moreover, from the remarks given, verbal interpretation can be determined as very highly managed, highly managed, moderately managed, poorly managed, and very poorly managed.

Table 1 shows the level of School Heads' Management Skills in terms of Planning is analyzed and determined. It presents the statements, mean, standard deviation, remarks, and verbal interpretation in terms of planning.

From the statements, "*The school head demonstrates effective long-term planning skills.*" yielded the highest mean score ( $M=3.72$ ,  $SD=0.52$ ) and was remarked as *Evident*. On the other hand, "*The school head communicates the objectives and goals of the school to the staff.*" received the lowest mean score of responses with ( $M=3.65$ ,  $SD=0.61$ ) yet was also remarked *Evident*.

**Table 1** Level of School Heads' Management Skills in terms of Planning

STATEMENTS	MEAN	SD	REMARKS
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<i>The school head...</i>			
demonstrates effective long-term planning skills.	3.72	.52	Evident
involves relevant stakeholders in the planning process.	3.68	.54	Evident
communicates the objectives and goals of the school to the staff.	3.65	.61	Evident
ensures that the planning process is transparent and inclusive.	3.66	.54	Evident
sets realistic and achievable goals for the school.	3.70	.55	Evident
<b>Weighted Mean</b>		<b>3.67</b>	
<b>SD</b>		<b>0.48</b>	
<b>Verbal Interpretation</b>		<b>Highly Managed</b>	

Overall, the level of school heads' management skills in terms of planning attained a weighted mean score of 3.67 and a standard deviation of 0.48 and was *Highly Managed* among the respondents.

Findings highlight the school heads' capabilities in goal-setting and long-term planning while also pointing out areas where communication might be strengthened. The result shows highly managed as the overall perception of the respondents on the school heads' planning skills. Even though there are certain areas that may require attention and improvement, still the results are favorable in the school heads' management skills in terms of planning based on the data gathered shown on table 1.

Table 2 illustrates the level of School Heads' Management Skills in terms of Organizing is analyzed and determined. It presents the statements, mean, standard deviation, remarks, and verbal interpretation in terms of organizing.

**Table 2** *Level of School Heads' Management Skills in terms of Organizing*

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
organizes and prioritizes tasks and responsibilities.	3.59	.61	Evident
demonstrates strong organizational skills in managing school operations.	3.56	.60	Evident
delegates tasks and responsibilities efficiently among staff members.	3.59	.59	Evident
establishes effective systems and processes to streamline administrative tasks.	3.60	.58	Evident
communicates and coordinates effectively with different departments and stakeholders.	3.62	.59	Evident
<b>Weighted Mean</b>		<b>3.60</b>	
<b>SD</b>		<b>0.53</b>	
<b>Verbal Interpretation</b>		<b>Highly Managed</b>	

From the statements, "*The school head communicates and coordinates effectively with different departments and stakeholders.*" yielded the highest mean score ( $M=3.62$ ,  $SD=0.59$ ) and was remarked as *Evident*. On the other hand, "*The school head demonstrates strong organizational skills in managing school operations.*" received the lowest mean score of responses with ( $M=3.56$ ,  $SD=0.60$ ) yet was also remarked *Evident*.

While the overall Level of School Heads' Management Skills in terms of Organizing attained a weighted mean score of 3.60 and a standard deviation of 0.53 and was *Highly Managed*

among the respondents.

It highlights the school heads' capabilities in coordination and communication with various departments and stakeholders and it also points out areas where school operations management should be improved. These results can be used as a foundation for additional growth and improvement of the school heads' organizational management abilities. It demonstrates the school heads' well controlled organizational management abilities. This implies that although the school heads' organizing abilities may need some attention and development, overall respondents believe they are handled well.

Table 3 presents the level of School Heads' Management Skills in terms of Staffing is analyzed and determined. It presents the statements, mean, standard deviation, remarks, and verbal interpretation in terms of staffing.

From the statements, "*The school head recruits and hires highly qualified and competent staff members.*" yielded the highest mean score ( $M=3.69$ ,  $SD=0.50$ ) and was remarked as *Evident*. On the other hand, "*The school head provides adequate support and resources for professional development opportunities for staff.*" received the lowest mean score of responses with ( $M=3.61$ ,  $SD=0.55$ ) yet was also remarked *Evident*.

**Table 3** Level of School Heads' Management Skills in terms of Staffing

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
ensures that staffing decisions are made based on merit and qualifications.	3.64	.52	Evident
recruits and hires highly qualified and competent staff members.	3.69	.50	Evident
provides adequate support and resources for professional development opportunities for staff.	3.61	.55	Evident
promotes a positive and collaborative work environment among staff members.	3.62	.53	Evident
manages staff workload and ensures a reasonable work-life balance.	3.64	.52	Evident
<b>Weighted Mean</b>		<b>3.64</b>	
<b>SD</b>		<b>0.46</b>	
<b>Verbal Interpretation</b>		<b>Highly Managed</b>	

Overall, the Level of School Heads' Management Skills in terms of Staffing attained a weighted mean score of 3.64 and a standard deviation of 0.46 and was *Highly Managed* among the respondents.

These findings might serve as a starting point for additional study and development of the personnel management skills of school administrators. This suggests that even if there are certain areas that may need improvement, everyone agrees that the school heads' staffing-related skills are managed competently.

Table 4 displays the level of School Heads' Management Skills in terms of Leading is analyzed and determined. It presents the statements mean, standard deviation, remarks, and verbal interpretation in terms of leading.

**Table 4** Level of School Heads' Management Skills in terms of Leading

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
communicates the vision and goals of the school to the staff and students.	3.62	.54	Evident
motivates and inspires the teaching and	3.59	.59	Evident

administrative staff to perform at their best.			
handles conflicts and disagreements among staff members or between staff and students effectively.	3.61	.54	Evident
ensures that all school policies and procedures are implemented and followed consistently.	3.63	.54	Evident
fosters a positive and inclusive school culture that promotes collaboration and teamwork.	3.64	.56	Evident

<b>Weighted Mean</b>	<b>3.62</b>		
<b>SD</b>	<b>0.49</b>		
<b>Verbal Interpretation</b>	<b>Highly Managed</b>		

From the statements, “*The school head fosters a positive and inclusive school culture that promotes collaboration and teamwork.*” yielded the highest mean score ( $M=3.64$ ,  $SD=0.56$ ) and was remarked as *Evident*. On the other hand, “*The school head motivates and inspires the teaching and administrative staff to perform at their best.*” received the lowest mean score of responses with ( $M=3.59$ ,  $SD=0.59$ ) yet was also remarked *Evident*.

Overall, the Level of School Heads’ Management Skills in terms of Leading attained a weighted mean score of 3.62 and a standard deviation of 0.49 and was *Highly Managed* among the respondents.

The findings could be utilized as a basis for further development and enhancement of the school heads’ managerial skills. It provides more information on the significance of fostering a positive school climate, the part administrators play in promoting collaboration and teamwork, and efficient leadership approaches in the classroom.

Table 5 explains the Level of School Heads’ Management Skills in terms of Controlling is analyzed and determined. It presents the statements, mean, standard deviation, remarks, and verbal interpretation in terms of controlling.

**Table 5** Level of School Heads’ Management Skills in terms of Controlling

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
maintains strict control over the implementation of school policies and procedures.	3.69	.51	Evident
monitors and evaluates the performance of staff members.	3.63	.58	Evident
ensures that rules and regulations are enforced consistently and fairly.	3.53	.61	Evident
oversees the allocation and use of resources within the school.	3.60	.60	Evident
sustains a structured and disciplined learning environment for students.	3.61	.58	Evident
<b>Weighted Mean</b>	<b>3.61</b>		
<b>SD</b>	<b>0.50</b>		
<b>Verbal Interpretation</b>	<b>Highly Managed</b>		

From the statements, “*The school head maintains strict control over the implementation of school policies and procedures.*” yielded the highest mean score ( $M=3.69$ ,  $SD=0.51$ ) and was remarked as *Evident*. On the other hand, “*The school head ensures that rules and regulations are enforced consistently and fairly.*” received the lowest mean score of responses with ( $M=3.53$ ,  $SD=0.61$ ) yet was also remarked *Evident*.

While the overall level of School Heads’ Management Skills in terms of Controlling attained a

weighted mean score of 3.61 and a standard deviation of 0.50 and was *Highly Managed* among the respondents.

These findings align with the areas that the controlling related abilities evaluation of the school heads showed need improvement. This suggests that while there are specific areas that may require improvement, overall, respondents believe that school heads' controlling related skills are managed successfully.

Table 6 demonstrates the Level of School Heads' Management Skills in terms of Motivating. It presents the statements, mean, standard deviation, remarks, and verbal interpretation in terms of motivating. From the statements, "*The school head fosters a positive and supportive work environment that motivates staff members.*" yielded the highest mean score ( $M=4.49$ ,  $SD=0.64$ ) and was remarked as *Very Evident*. On the otherhand, "*The school head encourages collaboration and teamwork among staff members, fostering motivation.*" received the lowest mean score of responses with ( $M=4.42$ ,  $SD=0.69$ ) yet was also remarked *Very Evident*.

**Table 6** Level of School Heads' Management Skills in terms of Motivating

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
fosters a positive and supportive work environment that motivates staff members.	4.49	.64	Very Evident
provides constructive feedback and guidance to help staff members improve their performance.	4.44	.70	Very Evident
encourages collaboration and teamwork among staff members, fostering motivation.	4.42	.69	Very Evident
promotes a sense of purpose and meaning in the work of staff members to enhance motivation.	4.46	.68	Very Evident
leads by example, demonstrating enthusiasm and passion to motivate staff	4.43	.68	Very Evident
<b>Weighted Mean</b>		<b>4.45</b>	
<b>SD</b>		<b>0.62</b>	
<b>Verbal Interpretation</b>		<b>Very Highly Managed</b>	

Overall, the Level of School Heads' Management Skills in terms of Motivating attained a weighted mean score of 4.45 and a standard deviation of 0.62 and was *Very Highly Managed* among the respondents.

Findings show that the need of effective motivation in the educational context and highlight the school heads' extraordinary skill in inspiring staff members and fostering a pleasant and supportive work atmosphere.

Table 7 suggests the Level of School Heads' Management Skills in terms of Decision-Making. It presents the statements, mean, standard deviation, remarks, and verbal interpretation in terms of Decision-Making.

**Table 7** Level of School Heads' Management Skills in terms of Decision-Making

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
involves relevant stakeholders in the decision-making process.	4.35	.68	Very Evident
deliberates various perspective and opinions before making decisions.	4.26	.74	Very Evident
communicates the rationale behind their decisions	4.27	.68	Very Evident



to staff members.			
encourages open and transparent discussion during decision-making processes.	4.31	.73	Very Evident
considers potential impact of decisions on students and staff members.	4.30	.70	Very Evident

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**Weighted Mean**
**4.29****SD****0.62****Verbal Interpretation****Very Highly Managed**

From the statements, “*The school head involves relevant stakeholders in the decision-making process.*” yielded the highest mean score ( $M=4.35$ ,  $SD=0.68$ ) and was remarked as *Very Evident*. On the other hand, “*The school head deliberates various perspective and opinions before making decisions.*” received the lowest mean score of responses with ( $M=4.26$ ,  $SD=0.74$ ) yet was also remarked *Very Evident*.

While the overall level of School Heads’ Management Skills in terms of Decision-Making attained a weighted mean score of 4.29 and a standard deviation of 0.62 and was *Very Highly Managed* among the respondents.

These findings are consistent with the high mean scores and the extremely well-managed evaluation of the school head's decision-making management abilities. Overall, the information in highlights the remarkable decision-making skills of the school heads and emphasizes the need of include pertinent stakeholders and promoting candid and open communication during the decision-making process.

### Level of School Heads’ Supervision Skills

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as very evident, evident, moderately evident, slightly evident, and not evident.

Moreover, from the remarks given, verbal interpretation can be determined as very highly supervised, highly supervised, moderately, supervised, poorly supervised, and very poorly supervised.

Table 8 illustrates the Level of School Heads’ Supervision Skills with regards to Professional Development is analyzed and determined. It presents the statements, mean, standard deviation, remarks, and verbal interpretation regards to professional development.

From the statements, “*The school head creates opportunities for staff members to collaborate and share their expertise.*” yielded the highest mean score ( $M=3.79$ ,  $SD=0.42$ ) and was remarked as *Evident*. On the other hand, “*The school head recognizes and celebrates staff members' accomplishments in their professional development journey.*” received the lowest mean score of responses with ( $M=3.70$ ,  $SD=0.48$ ) yet was also remarked *Evident*.

**Table 8** Level of School Heads’ Supervision Skills with regards to Professional Development

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
creates opportunities for staff members to collaborate and share their expertise.	3.79	.42	Evident
encourages and facilitates opportunities for staff members to attend relevant training and workshops.	3.74	.46	Evident
evaluates the impact of professional development activities on staff members' teaching or	3.73	.46	Evident



administrative practices.			
provides guidance and support to staff members in identifying their professional development goals.	3.74	.45	Evident
recognizes and celebrates staff members' accomplishments in their professional development journey.	3.70	.48	Evident

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**Weighted Mean**
**3.73****SD****0.37****Verbal Interpretation****Highly Supervised**

Overall, the Level of School Heads' Supervision Skills with regards to Professional Development attained a weighted mean score of 3.73 and a standard deviation of 0.37 and was *Highly Supervised* among the respondents.

The results shed more light on the circumstances necessary for professional development, the importance of collaboration and information sharing, and the role that supervision plays in encouraging fruitful professional development endeavors. Overall, the data demonstrates the school heads' proficiency in supervising staff members' professional development activities, highlighting the significance of creating opportunities for collaboration and providing guidance and assistance all throughout the process of professional development.

Table 9 shows the Level of School Heads' Supervision Skills with regards to Supervisory Practices. It presents the statements, mean, standard deviation, remarks, and verbal interpretation regards to supervisory practices.

**Table 9** *Level of School Heads' Supervision Skills with regards to Supervisory Practices*

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
<i>The school head...</i>			
provides clear expectations and guidelines to staff members regarding their roles and responsibilities.	3.72	.47	Evident
promotes a positive and respectful work environment through their supervisory practices.	3.69	.50	Evident
recognizes and acknowledges staff members' achievements and contributions.	3.70	.48	Evident
ensures that staff members have access to the necessary resources and support to fulfill their duties.	3.70	.50	Evident
holds staff members accountable for meeting performance expectations through their supervisory practices.	3.64	.51	Evident
<b>Weighted Mean</b>		<b>3.68</b>	
<b>SD</b>		<b>0.42</b>	
<b>Verbal Interpretation</b>		<b>Highly Supervised</b>	

From the statements, "*The school head provides clear expectations and guidelines to staff members regarding their roles and responsibilities.*" yielded the highest mean score ( $M=3.72$ ,  $SD=0.47$ ) and was remarked as *Evident*. On the other hand, "*The school head recognizes and celebrates staff members' accomplishments in their professional development journey.*" received the lowest mean score of responses with ( $M=3.64$ ,  $SD=0.51$ ) yet was also remarked *Evident*.

Overall, the level of School Heads' Supervision Skills with regards to Supervisory Practices attained a weighted mean score of 3.68 and a standard deviation of 0.42 and was *Highly Supervised* among the respondents.

The findings show how well school administrators supervise staff members' professional development initiatives. It also highlights the significance of establishing unambiguous guidelines, cultivating a positive work atmosphere, and guaranteeing that employees have access to the resources and support they require.

Table 10 displays the Level of School Heads' Supervision Skills with regards to Teachers Satisfaction and Engagement. It presents the statements, mean, standard deviation, remarks, and verbal interpretation regards to teachers' satisfaction and engagement.

From the statements, "*The school head provides opportunities for teacher autonomy and trust.*" yielded the highest mean score ( $M=3.73$ ,  $SD=0.49$ ) and was remarked as *Evident*. On the other hand, "*The school head addresses and resolves conflicts among teachers.*" received the lowest mean score of responses with ( $M=3.70$ ,  $SD=0.50$ ) yet was also remarked *Evident*.

While the level of School Heads' Supervision Skills with regards to Teachers Satisfaction and Engagement attained a weighted mean score of 3.70 and a standard deviation of 0.42 and was *Highly Supervised* among the respondents.

**Table 10** Level of School Heads' Supervision Skills with regards to Teachers' Satisfaction and Engagement

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
provides opportunities for teacher autonomy and trust.	3.73	.49	Evident
implements new teaching strategies and initiatives.	3.72	.49	Evident
fosters a positive and collaborative work environment among teachers.	3.71	.49	Evident
addresses and resolves conflicts among teachers.	3.70	.50	Evident
approaches the teacher's concerns and issues.	3.71	.49	Evident
<b>Weighted Mean</b>		<b>3.70</b>	
<b>SD</b>		<b>0.42</b>	
<b>Verbal Interpretation</b>		<b>Highly Supervised</b>	

The data highlights the school head's competence in overseeing practices pertaining to teacher satisfaction and engagement. The results emphasize the importance of giving teachers opportunities to exercise autonomy, introducing innovative teaching methods, and cultivating a supportive and cooperative work environment.

Table 11 explains the Level of School Heads' Supervision Skills with regards to Organizational Support. It presents the statements, mean, standard deviation, remarks, and verbal interpretation regards to organizational support.

**Table 11** Level of School Heads' Supervision Skills with regards to Organizational Support

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
communicates the school's vision and goals to the staff and students.	3.61	.50	Evident
implements innovative teaching methods and programs.	3.61	.50	Evident
provides adequate resources and support for	3.69	.49	Evident

extracurricular activities and student development.			
provides strong organizational support for the school community.	3.65	.51	Evident
demonstrates a commitment to creating a positive and inclusive school environment.	3.64	.52	Evident
<b>Weighted Mean</b>		<b>3.64</b>	
<b>SD</b>		<b>0.42</b>	
<b>Verbal Interpretation</b>		<b>Highly Supervised</b>	

From the statements, “*The school head provides adequate resources and support for extracurricular activities and student development.*” yielded the highest mean score ( $M=3.69$ ,  $SD=0.49$ ) and was remarked as *Evident*. On the other hand, “*The school head communicates the school's vision and goals to the staff and students.*” and “*The school head implements innovative teaching methods and programs.*” both received the same lowest mean score of responses with ( $M=3.61$ ,  $SD=0.50$ ) yet was also remarked *Evident*.

Overall, the level of School Heads’ Supervision Skills with regards to Organizational Support attained a weighted mean score of 3.64 and a standard deviation of 0.42 and was *Highly Supervised* among the respondents.

The findings provide further light on the significance of strong leadership in articulating the mission and vision of the school, putting cutting-edge curricula and programs into practice, and allocating sufficient funds and assistance for extracurricular activities and student growth. The data highlights the school heads’ ability to effectively support the school's operations, good communication, creative teaching strategies, and sufficient resources and support for extracurricular activities and student growth.

Table 12 demonstrates the Level of School Heads’ Supervision Skills with regards to Communication and Feedback. It presents the statements, mean, standard deviation, remarks, and verbal interpretation regards to organizational support.

From the statements, “*The school head listens to and addresses staff members' concerns and questions.*” and “*The school head encourages open and transparent communication among staff members.*” both yielded the same highest mean score ( $M=3.68$ ,  $SD=0.49$ ) and was remarked as *Evident*. On the other hand, “*The school head communicates regarding on job expectations, responsibilities, and performance to staff members*” received the same lowest mean score of responses with ( $M=3.66$ ,  $SD=0.48$ ) yet was also remarked *Evident*.

**Table 12** Level of School Heads’ Supervision Skills with regards to Communication and Feedback

STATEMENTS	MEAN	SD	REMARKS
<i>The school head...</i>			
communicates regarding on job expectations, responsibilities, and performance to staff members.	3.66	.48	Evident
provides timely and clear feedback on staff members' work performance.	3.67	.49	Evident
listens to and addresses staff members' concerns and questions.	3.68	.49	Evident
encourages open and transparent communication among staff members.	3.68	.48	Evident
gives regular updates and information about important school matters.	3.66	.50	Evident

<b>Weighted Mean</b>	<b>3.66</b>
<b>SD</b>	<b>0.40</b>
<b>Verbal Interpretation</b>	<b>Highly Supervised</b>

While the level of School Heads' Supervision Skills with regards to Communication and Feedback attained a weighted mean score of 3.66 and a standard deviation of 0.40 and was *Highly Supervised* among the respondents.

These results imply that the respondents thought the heads of the school were very skilled in these areas of feedback and communication. It suggests that the school heads have highly supervised communication and feedback-giving abilities.

#### Level of Teachers' Behavior

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation. Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as very evident, evident, moderately evident, slightly evident, and not evident.

Moreover, from the remarks given, verbal interpretation can be determined as very highly admirable, highly admirable, moderately admirable, poorly admirable, and very poorly admirable.

Table 13 shows the Level of Teachers' Behavior relative to Individual Characteristics. It presents the statements, mean, standard deviation, remarks, and verbal interpretation relative to individual characteristics.

**Table 13** *Level of Teachers' Behavior relative to Individual Characteristics*

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
<i>The teacher...</i>			
demonstrates strong subject knowledge and expertise.	3.70	.49	Evident
communicates and explains concepts to students.	3.68	.49	Evident
showcases patience and understanding towards students.	3.67	.50	Evident
creates a positive and inclusive classroom environment.	3.68	.50	Evident
manages classroom behavior and maintains discipline.	3.60	.55	Evident
<b>Weighted Mean</b>		<b>3.66</b>	
<b>SD</b>		<b>0.42</b>	
<b>Verbal Interpretation</b>		<b>Highly Admirable</b>	

From the statements, "*The teacher demonstrates strong subject knowledge and expertise.*" yielded the highest mean score ( $M=3.70$ ,  $SD=0.49$ ) and was remarked as *Evident*. On the other hand, "*The teacher manages classroom behavior and maintains discipline.*" received the lowest mean score of responses with ( $M=3.60$ ,  $SD=0.55$ ) yet was also remarked *Evident*.

While the overall level of Teachers' Behavior relative to Individual Characteristics attained a weighted mean score of 3.66 and a standard deviation of 0.42 and was *Highly Admirable* among the respondents.

The results highlight the importance of teachers' knowledge, patience, communication skills, and inclusive classroom settings in promoting student learning and growth, while also suggesting potential for improvement in discipline.

From the statements, "*The teacher respects and value each member's contributions to the organization.*" yielded the highest mean score ( $M=3.76$ ,  $SD=1.90$ ) and was remarked as *Evident*. On

the other hand, “*The teacher celebrates and appreciate each other's successes.*” received the lowest mean score of responses with ( $M=3.63$ ,  $SD=0.53$ ) yet was also remarked *Evident*.

**Table 14** Level of Teachers' Behavior relative to Colleague Connections

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
supports the members of the organization.	3.69	.49	Evident
accepts constructive feedback from others.	3.71	.49	Evident
respects and value each member's contributions to the organization.	3.76	1.90	Evident
creates a positive and inclusive work environment.	3.64	.50	Evident
celebrates and appreciate each other's successes.	3.63	.53	Evident
<b>Weighted Mean</b>		<b>3.67</b>	
<b>SD</b>		<b>0.50</b>	
<b>Verbal Interpretation</b>		<b>Highly Admirable</b>	

Overall, the level of Teachers' Behavior relative to Colleague Connections attained a weighted mean score of 3.67 and a standard deviation of 0.50 and was *Highly Admirable* among the respondents.

This implies that the teachers are thought to have admirable traits and conduct that enhance their relationships with coworkers. The findings provide more light on the necessity of fostering pleasant and inclusive work environments, the impact of cultural influences on behavior, and the value of fostering social and emotional ties in educational settings.

Table 15 illustrates the Level of Teachers' Behavior relative to Self-Concept. It presents the statements, mean, standard deviation, and verbal interpretation relative self-concept.

From the statements, “*The teacher recognizes his/her strengths and weaknesses.*” yielded the highest mean score ( $M=3.69$ ,  $SD=0.50$ ) and was remarked as *Evident*. On the other hand, “*The teacher believes that he/she makes a positive impact on the students' learning.*” received the lowest mean score of responses with ( $M=3.61$ ,  $SD=0.52$ ) yet was also remarked *Evident*.

**Table 15** Level of Teachers' Behavior relative to Self-Concept

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
feels confident in his/her teaching abilities.	3.63	.52	Evident
believes that he/she makes a positive impact on the students' learning.	3.61	.52	Evident
recognizes his/her strengths and weaknesses.	3.69	.50	Evident
continuous seeks opportunities for professional growth and development.	3.63	.54	Evident
manages and adapts to different classroom situations.	3.62	.54	Evident
<b>Weighted Mean</b>		<b>3.63</b>	
<b>SD</b>		<b>0.45</b>	
<b>Verbal Interpretation</b>		<b>Highly Admirable</b>	

Overall, the level of Teachers' Behavior relative to Self-Concept attained a weighted mean score of 3.63 and a standard deviation of 0.45 and was *Highly Admirable* among the respondents.

The findings highlight the value of fostering a happy classroom environment, the influence of teachers' views on students' learning, and the necessity of self-awareness and ongoing professional

development for educators. It also suggests that there is room for improvement in terms of their conviction that they have a beneficial influence on students' learning.

Table 16 explains the Level of Teachers' Behavior relative to Teacher-Student Engagement. It presents the statements, mean, standard deviation, remarks, and verbal interpretation relative teacher-student engagement.

**Table 16** Level of Teachers' Behavior relative to Teacher-Student Engagement

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
promotes a sense of autonomy and independence among students.	3.67	.51	Evident
fosters positive and respectful relationships with students.	3.69	.49	Evident
promotes collaboration and teamwork among students.	3.65	.52	Evident
incorporates students' interests and experiences into the curriculum.	3.66	.53	Evident
encourages creativity and critical thinking among students.	3.67	.50	Evident
<b>Weighted Mean</b>		<b>3.68</b>	
<b>SD</b>		<b>0.42</b>	
<b>Verbal Interpretation</b>		<b>Highly Admirable</b>	

From the statements, "*The teacher fosters positive and respectful relationships with students.*" yielded the highest mean score ( $M=3.69$ ,  $SD=0.49$ ) and was remarked as *Evident*. On the other hand, "*The teacher promotes collaboration and teamwork among students.*" received the lowest mean score of responses with ( $M=3.65$ ,  $SD=0.52$ ) yet was also remarked *Evident*.

While the overall level of Teachers' Behavior relative to Teacher-Student Engagement attained a weighted mean score of 3.68 and a standard deviation of 0.42 and was Highly Admirable among the respondents.

The results provide the value of a good rapport between teachers and students, the effect that student engagement has on learning, and methods for encouraging independence and teamwork in the classroom.

The data emphasize the pleasant and respectful connections that teachers cultivate with students, as well as their ability to promote autonomy and independence, creativity, and critical thinking. It also indicates a chance for more advancement in encouraging cooperation and teamwork among students.

Table 17 exemplifies the Level of Teachers' Behavior relative to Classroom Management. It presents the statements, mean, standard deviation, remarks, and verbal interpretation relative classroom management.

From the statements, "*The teacher addresses disruptions or behavioural issues in the classroom.*" yielded the highest mean score ( $M=3.69$ ,  $SD=0.50$ ) and was remarked as *Evident*. On the other hand, "*The teacher demonstrates clear and consistent expectations for student behavior.*" received the lowest mean score of responses with ( $M=3.58$ ,  $SD=0.55$ ) yet was also remarked *Evident*.

**Table 17** Level of Teachers' Behavior regards to Classroom Management

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
maintains a positive and orderly classroom	3.59	.54	Evident

environment.			
demonstrates clear and consistent expectations for student behavior.	3.58	.55	Evident
manages transitions between activities or lessons smoothly and efficiently.	3.65	.52	Evident
addresses disruptions or behavioral issues in the classroom.	3.69	.50	Evident
fosters a respectful and inclusive classroom environment for all students.	3.63	.56	Evident
<b>Weighted Mean</b>		<b>3.64</b>	
<b>SD</b>		<b>0.43</b>	
<b>Verbal Interpretation</b>		<b>Highly Admirable</b>	

Overall, the Level of Teachers' Behavior relative to Classroom Management attained a weighted mean score of 3.64 and a standard deviation of 0.43 and was *Highly Admirable* among the respondents.

The study highlights the importance of effective classroom management techniques, clear student behavior standards, and conducive learning environments for student achievement. It highlights educators' proficiency in handling interruptions, changes, and creating a welcoming environment, but suggests room for improvement in establishing uniform, unambiguous standards for student behavior.

### Level of Teachers' Behavior

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as very evident, evident, moderately evident, slightly evident, and not evident.

Moreover, from the remarks given, verbal interpretation can be determined as very highly competent, highly competent, moderately competent, poorly competent, and very poorly competent.

Table 18 indicates the Level of Teachers' Competencies as to Qualifications and Experience. It presents the statements, mean, standard deviation, and verbal interpretation as to qualifications and experience.

**Table 18** Level of Teachers' Competencies as to Qualifications and Experience

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
possesses the necessary qualifications and certifications for their subject area.	4.31	.66	Very Evident
holds pertinent experience in teaching the specific subject matter.	4.27	.72	Very Evident
demonstrates a strong understanding of pedagogical skills.	4.29	.68	Very Evident
continuously seeks professional development opportunities to enhance their teaching skills.	4.28	.71	Very Evident
applies their knowledge and experience in the classroom.	4.28	.70	Very Evident
<b>Weighted Mean</b>		<b>4.29</b>	
<b>SD</b>		<b>0.63</b>	
<b>Verbal Interpretation</b>		<b>Very Highly Competent</b>	



From the statements, “*The teacher possesses the necessary qualifications and certifications for their subject area.*” yielded the highest mean score ( $M=4.31$ ,  $SD=0.66$ ) and was remarked as *Very Evident*. On the other hand, “*The Teacher holds pertinent experience in teaching the specific subject matter.*” received the lowest mean score of responses with ( $M=4.27$ ,  $SD=0.72$ ) yet was also remarked *Very Evident*.

While the overall level of Teachers’ Competencies as to Qualifications and Experience attained a weighted mean score of 4.29 and a standard deviation of 0.63 and was *Very Highly Competent* among the respondents.

This implies that the teachers’ teaching performance is positively impacted by the perception that they have excellent credentials, experience, and pedagogical skills. The findings shed more light on the significance of teacher competences, the influence of credentials and experience on the efficacy of instruction, and the necessity of ongoing professional development for educators.

Table 19 explains the Level of Teachers’ Competencies as to Teaching Pedagogies. It presents the statements, mean, standard deviation, remarks, and verbal interpretation as to teaching pedagogies.

From the statements, “*The teacher provides clear explanations and instructions for complex concepts.*” yielded the highest mean score ( $M=4.29$ ,  $SD=0.71$ ) and was remarked as *Very Evident*. On the other hand, “*The Teacher uses a variety of teaching methods to cater to different learning styles.*” received the lowest mean score of responses with ( $M=4.23$ ,  $SD=0.71$ ) yet was also remarked *Very Evident*.

**Table 19** Level of Teachers’ Competencies as to Teaching Pedagogies

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
uses a variety of teaching methods to cater to different learning styles.	4.23	.71	Very Evident
engages students in active learning and participation.	4.26	.71	Very Evident
encourages critical thinking and problem-solving skills among students.	4.24	.68	Very Evident
incorporates real-world examples and applications into their lessons.	4.25	.70	Very Evident
provides clear explanations and instructions for complex concepts.	4.29	.71	Very Evident
<b>Weighted Mean</b>		<b>4.25</b>	
<b>SD</b>		<b>0.64</b>	
<b>Verbal Interpretation</b>		<b>Very Highly Competent</b>	

Overall, the level of Teachers’ Competencies as to Teaching Pedagogies attained a weighted mean score of 4.25 and a standard deviation of 0.64 and was *Very Highly Competent* among the respondents.

Findings show a light on a variety of pedagogical strategies, the value of active learning, the effects of diverse instructional techniques, and the dynamic character of pedagogy in higher education. It also highlights the respondents’ general high degree of proficiency, demonstrating the acknowledgement of teachers’ successful use of a variety of instructional strategies and methods.

Table 20 shows the Level of Teachers’ Competencies as to Use of Appropriate Learning Resources. It presents the statements, mean, standard deviation, remarks, and verbal interpretation as to use of appropriate learning resources.

**Table 20** Level of Teachers' Competencies as to Use of Appropriate Learning Resources

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
incorporates relevant and up-to-date learning resources in the classroom.	4.24	.69	Very Evident
uses a variety of learning resources (e.g., textbooks, online articles, videos) to enhance understanding of the subject matter.	4.24	.71	Very Evident
provides clear instructions on how to access and utilize appropriate learning resources outside of the classroom.	4.22	.75	Very Evident
integrates technology-based resources (e.g., educational apps, online platforms) into the learning process.	4.23	.74	Very Evident
selects learning resources that are aligned with the specific needs and interests of the students in the classroom.	4.22	.73	Very Evident
<b>Weighted Mean</b>		<b>4.23</b>	
<b>SD</b>		<b>0.68</b>	
<b>Verbal Interpretation</b>		<b>Very Highly Competent</b>	

From the statements, “*The teacher incorporates relevant and up-to-date learning resources in the classroom.*” and “*The teacher uses a variety of learning resources (e.g., textbooks, online articles, videos) to enhance understanding of the subject matter.*” both yielded the highest mean score ( $M=4.24$ ,  $SD=0.69$ ,  $SD=0.71$ ) and was remarked as *Very Evident*.

On the other hand, “*The Teacher provides clear instructions on how to access and utilize appropriate learning resources outside of the classroom.*” and “*The Teacher selects learning resources that are aligned with the specific needs and interests of the students in the classroom.*” both received the lowest mean score of responses with ( $M=4.22$ ,  $SD=0.74$ ,  $SD=0.73$ ) yet was also remarked *Very Evident*.

While the overall level of Teachers' Competencies as to Use of Appropriate Learning Resources attained a weighted mean score of 4.23 and a standard deviation of 0.68 and was *Very Highly Competent* among the respondents.

The findings enlighten on how best to employ learning resources, how crucial it is to match resources to student requirements, and how technology-based resources affect learning. It is also highlighting the importance of including current and varied learning materials, giving students simple access instructions, and matching resources to their interests and needs.

Table 21 suggests the Level of Teachers' Competencies as to Support and Collaboration. It presents the statements, mean, standard deviation, remarks, and verbal interpretation as to support and collaboration.

**Table 21** Level of Teachers' Competencies as to Support and Collaboration

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
creates opportunities to collaborate with colleagues on instructional planning and curriculum development.	4.33	.72	Very Evident
receives support from colleagues during the execution of teaching practice.	4.32	.71	Very Evident
acquires constructive feedback and support from	4.31	.72	Very Evident

the colleagues.

enhances collaboration through professional growth with other teachers.	4.29	.69	Very Evident
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participates in collaborative discussions with colleagues to improve teaching strategies.	4.26	.72	Very Evident
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<b>Weighted Mean</b>		<b>4.30</b>	
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<b>SD</b>		<b>0.65</b>	
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<b>Verbal Interpretation</b>		<b>Very Highly Competent</b>	
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From the statements, “*The teacher creates opportunities to collaborate with colleagues on instructional planning and curriculum development.*” yielded the highest mean score ( $M=4.33$ ,  $SD=0.72$ ) and was remarked as *Very Evident*. On the other hand, “*The Teacher participates in collaborative discussions with colleagues to improve teaching strategies.*” received the lowest mean score of responses with ( $M=4.26$ ,  $SD=0.72$ ) yet was also remarked *Very Evident*.

Overall, the level of Teachers’ Competencies as to Support and Collaboration attained a weighted mean score of 4.30 and a standard deviation of 0.65 and was *Very Highly Competent* among the respondents.

The information highlights that effective educators foster collaborative environments, seek peer assistance, and enhance instructional techniques, demonstrating high competency in collaboration skills and peer assistance.

Table 22 displays the Level of Teachers’ Competencies as to Feedback and Evaluation. It presents the statements, mean, standard deviation, remarks, and verbal interpretation as to feedback and evaluation.

**Table 22** Level of Teachers’ Competencies as to Feedback and Evaluation

STATEMENTS	MEAN	SD	REMARKS
<i>The teacher...</i>			
provides opportunities for self-assessment and self-reflection.	4.33	.70	Very Evident
uses a variety of assessment methods to evaluate student learning.	4.28	.71	Very Evident
utilizes assessment results to inform instructional decisions.	4.30	.70	Very Evident
encourages students to provide feedback on their teaching methods.	4.30	.70	Very Evident
demonstrates a commitment to continuous improvement based on feedback received.	4.30	.67	Very Evident
<b>Weighted Mean</b>		<b>4.30</b>	
<b>SD</b>		<b>0.64</b>	
<b>Verbal Interpretation</b>		<b>Very Highly Competent</b>	

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From the statements, “*The teacher provides opportunities for self-assessment and self-reflection.*” yielded the highest mean score ( $M=4.33$ ,  $SD=0.70$ ) and was remarked as *Very Evident*. On the other hand, “*The Teacher uses a variety of assessment methods to evaluate student learning.*” Received the lowest mean score of responses with ( $M=4.28$ ,  $SD=0.71$ ) yet was also remarked *Very Evident*.

While the overall level of Teachers’ Competencies as to Feedback and Evaluation attained a weighted mean score of 4.30 and a standard deviation of 0.64 and was *Very Highly Competent* among the respondents.

The information shows how effective teachers are at giving students the chance to reflect on and evaluate themselves, using the findings of assessments, and promoting ongoing development in response to

criticism. Additionally, it highlights the respondents' overall high level of competency and shows that instructors' dedication to feedback and evaluation in the teaching process is prioritized.

### **Significant Relationship Between School Heads' Management Skills to the Teachers' Behavior and Competencies**

The school heads' management skills in terms of planning is observed to have significant moderate to high relationship with the teachers' behavior ( $r=0.517-0.640$ ) and competencies ( $r=0.580-0.716$ ) with the p-value of 0.000 across the tests. Similarly, the school heads' management skills in terms of organizing is observed to have significant moderate relationship with the teachers' behavior ( $r=0.489-0.634$ ) and competencies ( $r=0.516-0.685$ ) with the p-value of 0.000 across the tests.

Furthermore, the school heads' management skills in terms of staffing is observed to have significant moderate to high relationship with the teachers' behavior ( $r=0.524-0.633$ ) and competencies ( $r=0.652-0.719$ ) with the p-value of 0.000 across the tests. Moreover, the school heads' management skills in terms of leading is observed to have significant weak to moderate relationship with the teachers' behavior ( $r=0.434-0.557$ ) and competencies ( $r=0.593-0.655$ ) with the p-value of 0.000 across the tests.

Additionally, the school heads' management skills in terms of controlling is observed to have significant weak to moderate relationship with the teachers' behavior ( $r=0.433-0.534$ ) and competencies ( $r=0.540-0.664$ ) with the p-value of 0.000 across the tests. Then, the school heads' management skills in terms of motivating is observed to have significant moderate to high relationship with the teachers' behavior ( $r=0.595-0.666$ ) and competencies ( $r=0.614-0.744$ ) with the p-value of 0.000 across the tests.

Lastly, the school heads' management skills in terms of decision-making is observed to have significant moderate relationship with the teachers' behavior ( $r=0.605-0.706$ ) and competencies ( $r=0.644-0.707$ ) with the p-value of 0.000 across the tests.

Table 23 demonstrates the Significant Relationship between School Heads' Management Skills and Teachers' Behavior and Competencies. The management skills of school heads are divided into seven categories: Planning, Organizing, Staffing, Leading, Controlling, Motivating, and Decision-making.

On the other hand, the behavior has five sub-variables: Individual Characteristics, Colleague Connections, Self-Concept, Teacher-Student Engagement, Classroom Management. Then the teachers are evaluated based on five sub-variables: Qualifications and Experience, Teaching Pedagogies, Use of Appropriate Learning Resources, Support and Collaboration, and Feedback and Evaluation.

It presents the Pearson product moment correlation or Pearson's  $r$  to test the relationship between above mentioned variables.

The school heads' supervision skills and its relation to the teachers' behavior and competencies are discussed and illustrated in the following presentation.

The relationship between these two sets of variables is measured using Pearson Correlation coefficients, which range from 0.433 to 0.744 in this analysis. This range indicates a low to moderate positive correlation between the management skills of school heads and the behavior and competencies of teachers. The significance levels (2-tailed) for all pairs of variables are 0, which indicates that the correlations are statistically significant. This means that the observed correlations are unlikely to have occurred by chance. The sample size ( $N$ ) for all pairs of variables is 276.

This provides valuable insights into the impact of school heads' management skills on teachers' behavior and competencies. However, as with any statistical analysis, it's important to remember that correlation does not imply causation.

**Table 23** Significant Relationship between School Heads' Management Skills and Teachers' Behavior and Competencies

School Heads' Management Skills	Teachers' Behavior and Competencies	p-value	r	Remarks	Analysis
Planning	Individual Characteristics	0.000	0.640	Moderate	Significant
	Colleague Connections	0.000	0.517	Moderate	Significant
	Self-Concept	0.000	0.578	Moderate	Significant
	Teacher-Student Engagement	0.000	0.573	Moderate	Significant
	Classroom Management	0.000	0.640	Moderate	Significant
	Qualifications and Experience	0.000	0.678	Moderate	Significant
	Teaching Pedagogies	0.000	0.716	High	Significant
	Use of Appropriate Learning Resources	0.000	0.629	Moderate	Significant
	Support and Collaboration	0.000	0.580	Moderate	Significant
	Feedback and Evaluation	0.000	0.597	Moderate	Significant
Organizing	Individual Characteristics	0.000	0.564	Moderate	Significant
	Colleague Connections	0.000	0.489	Moderate	Significant
	Self-Concept	0.000	0.569	Moderate	Significant
	Teacher-Student Engagement	0.000	0.634	Moderate	Significant
	Classroom Management	0.000	0.564	Moderate	Significant
	Qualifications and Experience	0.000	0.617	Moderate	Significant
	Teaching Pedagogies	0.000	0.668	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.685	Moderate	Significant
	Support and Collaboration	0.000	0.516	Moderate	Significant
	Feedback and Evaluation	0.000	0.545	Moderate	Significant
Staffing	Individual Characteristics	0.000	0.622	Moderate	Significant
	Colleague Connections	0.000	0.524	Moderate	Significant
	Self-Concept	0.000	0.633	Moderate	Significant
	Teacher-Student Engagement	0.000	0.552	Moderate	Significant
	Classroom Management	0.000	0.622	Moderate	Significant
	Qualifications and Experience	0.000	0.706	Moderate	Significant
	Teaching Pedagogies	0.000	0.719	High	Significant
	Use of Appropriate Learning Resources	0.000	0.652	Moderate	Significant
	Support and Collaboration	0.000	0.586	Moderate	Significant
	Feedback and Evaluation	0.000	0.620	Moderate	Significant
Leading	Individual Characteristics	0.000	0.557	Moderate	Significant
	Colleague Connections	0.000	0.434	Weak	Significant
	Self-Concept	0.000	0.514	Moderate	Significant
	Teacher-Student Engagement	0.000	0.491	Weak	Significant
	Classroom Management	0.000	0.557	Moderate	Significant
	Qualifications and Experience	0.000	0.655	Moderate	Significant
	Teaching Pedagogies	0.000	0.612	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.593	Moderate	Significant
	Support and Collaboration	0.000	0.595	Moderate	Significant
	Feedback and Evaluation	0.000	0.520	Moderate	Significant
Controlling	Individual Characteristics	0.000	0.534	Moderate	Significant
	Colleague Connections	0.000	0.433	Weak	Significant
	Self-Concept	0.000	0.487	Weak	Significant
	Teacher-Student Engagement	0.000	0.637	Moderate	Significant
	Classroom Management	0.000	0.534	Moderate	Significant
	Qualifications and Experience	0.000	0.648	Moderate	Significant
	Teaching Pedagogies	0.000	0.625	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.664	Moderate	Significant
	Support and Collaboration	0.000	0.551	Moderate	Significant
	Feedback and Evaluation	0.000	0.540	Moderate	Significant
Motivating	Individual Characteristics	0.000	0.661	Moderate	Significant
	Colleague Connections	0.000	0.595	Moderate	Significant
	Self-Concept	0.000	0.665	Moderate	Significant
	Teacher-Student Engagement	0.000	0.656	Moderate	Significant
	Classroom Management	0.000	0.666	Moderate	Significant
	Qualifications and Experience	0.000	0.623	Moderate	Significant
	Teaching Pedagogies	0.000	0.667	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.654	Moderate	Significant
	Support and Collaboration	0.000	0.744	Strong	Significant
	Feedback and Evaluation	0.000	0.614	Moderate	Significant
Decision-Making	Individual Characteristics	0.000	0.648	Moderate	Significant
	Colleague Connections	0.000	0.605	Moderate	Significant
	Self-Concept	0.000	0.646	Moderate	Significant
	Teacher-Student Engagement	0.000	0.644	Moderate	Significant
	Classroom Management	0.000	0.706	Moderate	Significant
	Qualifications and Experience	0.000	0.544	Moderate	Significant
	Teaching Pedagogies	0.000	0.689	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.707	Moderate	Significant
	Support and Collaboration	0.000	0.623	Moderate	Significant
	Feedback and Evaluation	0.000	0.686	Moderate	Significant
Coefficient of Correlation		Interpretation		Coefficient of Correlation	
± 0.91 – 1.00		Very high positive/negative correlation		± 0.31 – 0.50	
± 0.71 – 0.90		High positive/negative correlation		± 0.01– 0.30	
± 0.51 – 0.70		Moderate positive/negative correlations		0.00	
				Negligible correlation	
				No correlation	

The findings above is based on at 0.05 level of significance, the null hypothesis “The Level School Heads' Management Skills has no significant relationship between and Teachers' Behavior and Competencies.” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between the variables.

Both studies underscore the significant influence of school leaders' management skills on various aspects of teacher behavior and competencies.

These studies give persuasive evidence that school heads' management skills play a critical role in creating an atmosphere favorable to professional growth and development for teachers. School administrators may empower their teaching staff by prioritizing effective management practices, resulting in higher instructional quality and better student results.

Effective supervision by school heads is fundamentally a thorough process of observation, feedback, and support meant to improve educators' teaching methods and professional growth. Principals with great



supervisory abilities may effectively evaluate classroom instruction, give constructive comments, and enable chances for continuous development and progress. As a result, such proactive participation promotes a culture of continual learning and reflection among instructors, eventually increasing instructional efficacy and student engagement.

The school heads' supervision skills and its relation to the teachers' behavior and competencies are discussed and illustrated in the following presentation.

teachers' work performance. Their study underscores how effective supervision positively influences teaching practices, professional competences, and motivation among educators.

In conclusion, the study found significant relationships between school heads' supervision skills and various aspects of teachers' behavior and competencies. Since the p-values are 0.000 across all tests, it indicates highly significant results, thus, the null hypothesis is rejected then the alternative hypothesis is accepted. Since, the correlation values (ranging from 0.534 to 0.751) suggest moderate to high positive relationships, meaning better supervision skills of school heads are associated with improved teacher behavior and competencies.

### Significant Relationship Between School Heads' Supervision Skills to the Teachers' Behavior and Competencies

The school heads' supervision skills in terms of professional development is observed to have significant moderate to high relationship with the teachers' behavior ( $r=0.672-0.751$ ) and competencies ( $r=0.595-0.665$ ) with the p-value of 0.000 across the tests.

On the other hand, the school heads' supervision skills in terms of supervisory practices were observed to have significant moderate to high relationship with the teachers' behavior ( $r=0.661-0.723$ ) and competencies ( $r=0.564-0.648$ ) with the p-value of 0.000 across the tests.

**Table 24** Significant Relationship between School Heads' Supervision Skills and Teachers' Behavior and Competencies

School Heads' Supervision Skills	Teachers' Behavior and Competencies	p-value	r	Remarks	Analysis
Professional Development	Individual Characteristics	0.000	0.730	High	Significant
	Colleague Connections	0.000	0.672	Moderate	Significant
	Self-Concept	0.000	0.732	High	Significant
	Teacher-Student Engagement	0.000	0.751	High	Significant
	Classroom Management	0.000	0.730	High	Significant
	Qualifications and Experience	0.000	0.661	Moderate	Significant
	Teaching Pedagogies	0.000	0.595	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.665	Moderate	Significant
	Support and Collaboration	0.000	0.658	Moderate	Significant
	Feedback and Evaluation	0.000	0.640	Moderate	Significant
Supervisory Practices	Individual Characteristics	0.000	0.708	Moderate	Significant
	Colleague Connections	0.000	0.661	Moderate	Significant
	Self-Concept	0.000	0.703	Moderate	Significant
	Teacher-Student Engagement	0.000	0.723	High	Significant
	Classroom Management	0.000	0.708	Moderate	Significant
	Qualifications and Experience	0.000	0.648	Moderate	Significant
	Teaching Pedagogies	0.000	0.605	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.646	Moderate	Significant
	Support and Collaboration	0.000	0.644	Moderate	Significant
	Feedback and Evaluation	0.000	0.564	Moderate	Significant
Teachers' Satisfaction and Engagement	Individual Characteristics	0.000	0.721	High	Significant
	Colleague Connections	0.000	0.653	Moderate	Significant
	Self-Concept	0.000	0.725	High	Significant
	Teacher-Student Engagement	0.000	0.746	High	Significant
	Classroom Management	0.000	0.721	High	Significant
	Qualifications and Experience	0.000	0.666	Moderate	Significant
	Teaching Pedagogies	0.000	0.623	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.667	Moderate	Significant
	Support and Collaboration	0.000	0.684	Moderate	Significant
	Feedback and Evaluation	0.000	0.622	Moderate	Significant

Organizational Support	Individual Characteristics	0.000	0.677	Moderate	Significant
	Colleague Connections	0.000	0.591	Moderate	Significant
	Self-Concept	0.000	0.685	Moderate	Significant
	Teacher-Student Engagement	0.000	0.676	Weak	Significant
	Classroom Management	0.000	0.677	Moderate	Significant
	Qualifications and Experience	0.000	0.706	Moderate	Significant
	Teaching Pedagogies	0.000	0.644	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.689	Moderate	Significant
	Support and Collaboration	0.000	0.707	Moderate	Significant
	Feedback and Evaluation	0.000	0.557	Moderate	Significant
Communication and Feedback	Individual Characteristics	0.000	0.739	High	Significant
	Colleague Connections	0.000	0.669	Moderate	Significant
	Self-Concept	0.000	0.721	High	Significant
	Teacher-Student Engagement	0.000	0.741	High	Significant
	Classroom Management	0.000	0.739	High	Significant
	Qualifications and Experience	0.000	0.744	High	Significant
	Teaching Pedagogies	0.000	0.614	Moderate	Significant
	Use of Appropriate Learning Resources	0.000	0.693	Moderate	Significant
	Support and Collaboration	0.000	0.686	Moderate	Significant
	Feedback and Evaluation	0.000	0.534	Moderate	Significant

  

Coefficient of Correlation	Interpretation	Coefficient of Correlation	Interpretation
± 0.91 – 1.00	Very high positive/negative correlation	± 0.31 – 0.50	Low positive/negative correlation
± 0.71 – 0.90	High positive/negative correlation	± 0.01- 0.30	Negligible correlation
± 0.51 – 0.70	Moderate positive/negative correlations	0.00	No correlation

Moreover, the school heads' supervision skills in terms of teachers' satisfaction and engagement were observed to have significant moderate to high relationship with the teachers' behavior ( $r=0.564-0.648$ ) and competencies ( $r=0.564-0.648$ ) with the p-value of 0.000 across the tests.

Additionally, the school heads' supervision skills in terms of organizational support were observed to have significant moderate relationship with the teachers' behavior ( $r=0.591-0.685$ ) and competencies ( $r=0.564-0.648$ ) with the p-value of 0.000 across the tests. Lastly, the school heads' supervision skills in terms of communication and feedback are observed to have significant moderate to high relationship with the teachers' behavior ( $r=0.669-0.741$ ) and competencies ( $r=0.534-0.744$ ) with the p-value of 0.000 across the tests.

Table 24 illustrates the Significant Relationship between School Heads' Supervision Skills and Teachers' Behavior and Competencies. The supervision skills of school heads are divided into five areas: Professional Development, Supervisory Practices, Teachers' Satisfaction and Engagement, Organizational Support, and Communication and Feedback. On the other hand, the behavior has five sub-variables: Individual Characteristics, Colleague Connections, Self-Concept, Teacher-Student Engagement, Classroom Management. Then, teachers are evaluated based on five sub-variables: Qualifications and Experience, Teaching Pedagogies, Use of Appropriate Learning Resources, Support and Collaboration, and Feedback and Evaluation.

The correlation between these factors and various aspects of teachers' behavior and competencies, such as Professional Development, Supervisory Practices, Teachers' Satisfaction and Engagement, Organizational Support, and Communication and Feedback, is measured using Pearson correlation. The significance level (Sig. 2-tailed) for all correlations is 0, indicating a statistically significant correlation.

The sample size (N) for all pairs of variables is 276. This analysis provides valuable insights into the impact of school heads' supervision skills on teachers' behavior and competencies. From the findings above, the 0.05 level of significance of the null hypothesis "The level School Heads' Supervision Skills has no significant relationship between and Teachers' Behavior and Competencies." is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

In conclusion, this study has strong proof that the ability of school heads to supervise teachers has a substantial impact on their behavior and competencies. Thus, the null hypothesis is ejected then the alternative hypothesis is accepted as indicates that school heads' supervisory abilities have a considerable impact on teachers' conduct and competence. A substantial link is indicated by the significant statistical significance (p-



value of 0.000) across many tests. Educational leaders may foster a more engaging, productive, and supportive learning environment and eventually enhance student results by concentrating on honing these qualities.

#### 4. Conclusion and Recommendations

Drawn from the results of the study, the following conclusions are set forth:

This study found out that there is a significant relationship between the school heads' management skills to the teachers' behavior and competencies, thus, rejecting the first hypothesis. This highlights the school heads' management skills proactively enhance and strengthen the teachers' behavior and competencies creating an environment conducive to professional growth and development, leading to improved instructional quality and school outcomes.

Similarly, the study that there is a significant relationship between the school heads' supervision skills to the teachers' behavior and competencies, thus, rejecting the second hypothesis. The dynamic partaking of school heads' supervision skills to the teachers' behavior and competencies through promoting a more engaging, productive, and supportive learning environment enhances better school outcomes.

Based on the drawn conclusions resulted to the following recommendations:

1. It is strongly recommended that school heads may enhance administrative systems by prioritizing activities based on urgency and importance, using the Eisenhower Matrix to categorize work into four categories: urgent and important, important but not urgent, urgent but not important, and neither urgent nor important.
2. It is highly recommended that school heads may encourage the development of innovative teaching methods and programs, allowing them to engage with other educational leaders and gain insights into good organizational practices.
3. It is greatly advised that teachers may practice believing in themselves that they have a beneficial influence on the school success. Moreover, they may carefully choose the learning materials that are relevant to the individual requirements and interests through reflective tasks, reflecting on teaching experiences, classroom interactions, and student outcomes.

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