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SUPERVISORY COMPETENCE AND MANAGERIAL BEHAVIOR OF SCHOOL HEADS IN GOVERNOR GENEROSO DISTRICT

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ABSTRACT

The study explored the relationship between supervisory competence and managerial behavior of school heads in public elementary schools of Governor Generoso District. Also, it investigated the association of the involved variables and the domains of supervisory competence of school heads that significantly influence their managerial behavior. With the use of probability sampling, 74 public elementary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high supervisory competence and a very high managerial behavior of the school heads. Furthermore, there was a significant relationship between supervisory competence and managerial behavior of the school heads. Moreover, all domains of supervisory competence of school heads, instructional supervision, professional competence, and motivational competence, were found to have significantly influence the management behavior of school heads. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to strengthen the supervisory competence of school heads which would boost their managerial behavior. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: *Supervisory Competence of School Heads; Managerial Behavior; Governor Generoso District, Philippines*

INTRODUCTION

Supervisory competence of school heads is crucial in ensuring effective school management, fostering teacher development, and enhancing student learning outcomes. Competent school leaders provide clear guidance, support instructional improvement, and create a positive work environment that motivates teachers to perform at their best. The supervisory competence of school heads directly influences their managerial behavior by shaping how they lead, make decisions, and interact with teachers and staff. School heads with strong supervisory competence demonstrate proactive leadership, foster a culture of accountability, and ensure a well-organized and high-performing educational environment. Unfortunately, some teachers felt dissatisfaction about the managerial behavior of school heads. Every principal encounter some of the biggest frustrations to control student behaviour, recruiting teachers and staff, promoting personalized learning, improving teaching effectiveness, student retention, and parent support (Acharyya, 2023).

In South Africa, some schools are regarded as underperforming because they do not meet the expected district or provincial academic performance targets. Hughes et al. (2020) claimed that school leaders need to be proactive, courageous, and decisive to improve academic performance. Gurr (2018), have identified that lack of understanding and managerial support by senior leaders, unavailability of professional preparation by individual middle leaders, and immature professional knowledge and abilities are aspects that militate against the practicability of middle leaders' role. Teachers who leave the profession often cite a lack of administrator support (Burkett & Hayes, 2023). In Indonesia, the low level of school principal management is also evident in the limited number of learning innovations that have been successfully deployed by teachers. Indeed, most teachers still use conventional learning methods, such as lectures, question-and-answer sessions, and assignments (86.5%). Few teachers (13.5%) have implemented cooperative learning (Tonich, 2021).

In Southern Philippines, school heads encounter significant difficulties in their managerial roles, which impact both school performance and teacher effectiveness. These challenges stem from inadequacies in essential management skills, technical, human, and conceptual, which are vital for successful school administration (Landawe et al., 2024). According to a Gallup survey, the Philippines records the highest workplace stress levels in Southeast Asia, with employees facing issues like poor work-life balance, dissatisfaction, frustration, and disengagement, all of which reflect subpar managerial practices (Royandoyan, 2022). Moreover, Mateo and Crisostomo (2023) emphasized in The Philippine Star that one of the critical concerns is the mistreatment of teachers, particularly regarding their welfare, as government support for improving teachers' conditions remains insufficient.

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Locally, specifically in Bangsamoro Autonomous Region in Muslim Mindanao, most school heads fail at their jobs because of poor relationships with teachers and management. Additionally, individual instability, a lack of understanding of management, a lack of skill in planning and organizing work, and a lack of adaptability to new and changing conditions are among the reasons. Lack of skill in planning and organizing work; and inability to adapt to new and changing conditions (Hasim et al., 2022). As observed by the researcher, schools in the Governor Generoso District face challenges in the managerial behavior of school heads, affecting overall school administration and teacher performance. Some school heads struggle with decision-making, communication, and supervision, leading to inefficiencies in implementing policies and addressing teacher concerns.

The managerial behavior of school heads was recognized as a significant concern within the educational sector, attracting considerable attention in both national and international research. However, there was a scarcity of studies focused on the local context, particularly in Governor Generoso District. While evidence of inadequate managerial practices among school heads had been identified, it might not accurately reflect the conditions in this specific region. Consequently, the researcher was motivated to examine the supervisory competence and managerial behavior of school heads. This study also sought to analyze the relationship between these two variables and identify the domains of supervisory competence that have impact on their managerial practices.

This research aimed to support school heads in improving their managerial practices while providing valuable insights to policymakers for developing policies, programs, interventions, projects, and activities that enhance both supervisory competence and management behaviors among school leaders. It also sought to benefit the wider school community by promoting effective leadership and administration. Moreover, the researcher intended to share the study's findings through presentations at local, national, and international conferences and was dedicated to publishing the results in a Scopus-indexed journal.

REVIEW OF SIGNIFICANT LITERATURE

The related literature and studies of this study provided inputs about the role of supervisory competence on the managerial behavior of school heads. Also, it presents varied studies showcasing the association of the involved variables in this study. The independent variable is supervisory competence of school heads. It has three indicators namely: instructional supervision, professional competence, and motivational competence (Landawe et al., 2024). Meanwhile, the dependent variable is managerial behavior of school heads. It has five indicators namely: operations, monitoring, targets, people, and leadership (Agasisti et al., 2019).

Supervisory Competence of School Heads

According to Ampofo et al. (2019), educational supervision guarantees that sufficient educational standards are reached in schools and supports teachers' professional growth to suit students' learning requirements. Additionally, Buagas and Ching (2023) mentioned that supervision is largely considered behaviorally focused, process-oriented educational leadership that supports organizational activities, organizes interactions, ensures the upkeep and improvement of educational programs, and assesses the programs' success.

The job of the teachers is directed and guided by the heads of schools. This implies that school heads have a responsibility to work with teachers to improve how they carry out their duties (U-Sayee & Adomako, 2021). They play a significant role in the wise management of human and material resources necessary for the efficient operation of schools. In the exercise of their supervisory mandate, heads of schools carry out the following tasks: mentoring inexperienced teachers to promote a supportive entry into the profession; raising teachers to minimum standards of successful teaching through daily coaching and in-service training; continuous development of case skills for individual teachers; and working with various groups of teachers to enhance the learning of students.

School supervision aims to improve the quality of students' education by improving the teacher's effectiveness. The improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth, students learning the supervisory exercise will not have the desired effect. Various activities push teachers to perceive supervision in a negative aspect. In line with this, Chiwamba (2022) cited that those bitter complaints about supervisors' work further include irregular and bad planning of visits, insufficient time spent in classrooms and irrelevant advice. This does not mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly attitudinal.

According to Ngole and Mkulu (2021), one of the challenges faced by the heads of schools is incompetence in supervising the teaching and learning process. In most schools, the head teachers are appointed in positions without considering their knowledge and skills in leading. The appointment is based on the number of years in different positions as a teacher. In addition, when they are in position, there are no seminars or job trainings to upgrade their skills before leading the schools. They also add that the teaching and learning process is greatly affected because most school heads are not competent enough to supervise the implementation of the curriculum.

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Most head teachers lack instructional skills and awareness of their job description. Some of them are senior and lack support from experienced teachers. Supervisors need continuous and sufficient training to carry out their responsibilities effectively. Training programs for supervisors are aimed at providing necessary skills to make them better equipped to do their job. As cited by Msuya and Mwila (2023), a lack of training for supervisors, a weak relationship between teachers and supervisors and a lack of support for supervisors from higher offices affect supervisory practice in schools. In schools, even some deputy heads lack confidence in leading the school when the head of school is out of duty.

STATEMENT OF THE PROBLEM

This study determined the relationship between supervisory competence and managerial behavior of school heads of public elementary schools in Davao Oriental Division. More specifically, it sought to answer the following questions:

1. What is the level of supervisory competence of school heads as perceived by public elementary teachers in terms of:
   - 1.1 instructional supervision;
   - 1.2 professional competence; and
   - 1.3 motivational competence?
2. What is the level of managerial behavior of school heads as perceived by public elementary teachers in terms of:
   - 2.1 operations, monitoring;
   - 2.2 targets;
   - 2.3 people; and
   - 2.4 leadership?
3. Is there a significant relationship between supervisory competence and managerial behavior of school heads?
4. Which domains of school heads' supervisory competence significantly influence their managerial behavior?

METHODOLOGY

This chapter provides an overview of the methodology for this study, encompassing the research design, research participants, research tools, data collection procedure, and data analysis to be utilized in this investigation.

Research Design

This research employed a quantitative approach, utilizing the descriptive correlational method. Quantitative research involves the systematic collection and analysis of data from various sources to quantify and comprehend the scope of a specific issue, allowing for findings that can be extrapolated to a broader population. This method relies on statistical techniques to gather, process, and present numerical information. It offers numerous advantages, including the acquisition of dependable and accurate data, streamlined data collection processes, comprehensive data analysis, and reduced bias, making it an effective strategy in research (Sreekumar, 2023).

The descriptive-correlational study approach employs quantitative techniques to outline and evaluate existing conditions by recording, scrutinizing, and interpreting available data. It entails comparing and contrasting various datasets to uncover relationships between variables without any manipulation. While this method predominantly centers on current conditions, it frequently takes historical factors into account concerning present circumstances. The primary objective is to describe the connections between variables rather than to establish causal links (Bhat, 2025).

This research was classified as quantitative because it employed numerical data for analysis and interpretation. It took a descriptive approach to evaluate the supervisory competence and management practices of school heads. Moreover, it was correlational in nature, examining the relationship between supervisory competence and the management behavior of school heads in public elementary schools within the Governor Generoso District. Additionally, the study explored the areas of supervisory competence that significantly impacted the managerial behavior of school heads.

Research Respondents

This study focused on 74 public elementary teachers in Governor Generoso District out of 91 total population. The rule of thumb suggested by Tabachnick and Fidell (1989 as cited in Memon et al., 2020) that the sample size, N, should equal or exceed 50 + 8p, where p equals the number of predictor variables. In this case, there are three identified predictor variables which will be multiplied to 8 and added to 50. Hence, the researcher catered 74 public school elementary teachers which was considered as the minimum sample size necessary to fulfill the study's objectives.

In this study, the researcher employed a probability sampling technique known as cluster random sampling. This method is often applied when examining large populations that are spread out geographically, as it involves selecting existing units, such as schools or communities, to serve as clusters. In cluster sampling, the overall population is segmented into smaller groups, or clusters, from which random selections are made to form the sample (Thomas, 2023). Specifically, the researcher randomly selected samples that represented the designated schools.

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The criteria for inclusion and exclusion in this study involved selecting public elementary teachers from Grade 1 to Grade 7 who have a minimum of three years of teaching experience. Selecting respondents with at least three years of experience was warranted when evaluating the supervisory competence and managerial behavior of school heads, as they possessed the necessary depth of knowledge to provide informed and nuanced insights. Teachers with this level of experience likely faced various supervisory practices and managerial approaches, enabling them to share valuable perspectives on their effectiveness and impact. This degree of experience ensured that the feedback and data collected are rooted in practical, real-world situations, thereby enhancing the reliability and relevance of the study's findings.

Moreover, to safeguard the well-being and comfort of respondents, it was essential to ensure that their participation in the survey was completely voluntary and that they had the freedom to withdraw at any point without facing any penalties or negative repercussions. Participants were made aware that their responses remained confidential and that they have the option to skip any questions or cease their participation if they feel uneasy. This strategy not only honored their autonomy and privacy but also created a supportive atmosphere that promoted candid and open feedback, ultimately enhancing the integrity and dependability of the research findings.

Research Instruments

To gather data, this study employed an adapted survey questionnaire designed specifically for this research. The questionnaire was divided into two separate sections, each focused on thoroughly addressing the research

objectives: the first section evaluated the supervisory competence of school heads, while the second section investigated their managerial behavior.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These tools were used in answering the statement of the problem and the hypotheses of the study. Also, the tools were chosen and utilized by the Statistician as needed in the study.

Mean

It is the average of a set of numbers, calculated by adding all the values together and dividing by the total number of values. This was used to measure the level of supervisory competence and managerial behavior of school heads.

Pearson Product-Moment Correlation Coefficient

It is a statistical measure that quantifies the strength and direction of the linear relationship between two variables, ranging from -1 to +1. This was utilized to determine the relationship between supervisory competence and managerial behavior of school heads.

Regression Analysis

It is a statistical method used to examine the relationship between one dependent variable and one or more independent variables to predict or explain the dependent variable's behavior. This determined the significant influence of supervisory competence and managerial behavior of school heads.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Level of Supervisory Competence of School Heads in terms of Instructional Supervision

Table 1 reflects the level of supervisory competence of school heads in terms of instructional supervision. It shows that the overall mean is 4.14, in a high level. This means that the level of supervisory competence of school heads in terms of instructional supervision is oftentimes evident.

It can be gleaned from the data that all 5 statements reveal a high result. When arranged chronologically according to mean scores, the items are as follows: creating a pleasing climate before giving the technical assistance (4.16), assisting teachers in lesson planning by inspecting/checking and giving comments and recommendations (4.15), and checking if assessment is aligned to the content as planned (4.14). These items prove that the supervisory competence of school heads in terms of instructional supervision is oftentimes evident.

The results disclose that supervisory practices in this area are oftentimes evident among school heads. This suggests that school leaders are consistently engaged in guiding instructional processes, ensuring that teaching standards are met, and supporting teachers in their professional duties. Their active involvement in instructional supervision plays a crucial role in enhancing teaching quality and student learning outcomes.

A closer look at the individual items reveals that all five indicators registered high mean scores, confirming consistent supervisory behavior. The highest-rated practices include creating a positive atmosphere before delivering technical assistance, supporting teachers through detailed feedback on lesson planning, and ensuring alignment between assessments and instructional content. These findings highlight the school heads' proactive approach in providing both pedagogical and administrative support to teachers, thereby fostering a culture of continuous improvement in teaching and learning.

The high instructional supervision of school heads is consistent with the assertion of Warman et al. (2021) revealed that the school heads performed instructional supervision by being authoritarian in observing teachers' attendance in school and teaching time in the classroom. They are also democratic in providing opportunities for teachers to attend training according to the needs of the school and the needs of teachers. These leaders also helped teachers in preparing teaching programs and learning tools. In addition, instructional supervision ensured school's educational mission to be carried out by supervising, equipping, and empowering teachers.

Aligned with the study's findings, Sumapal and Haramain (2023) pointed out that to improve the effectiveness of instructional supervision, newly appointed heads should receive formal training and induction specific to their roles and responsibilities. An examination of existing literature highlights a range of practices and procedures that instructional supervisors, including school principals, can utilize when collaborating with teachers. These practices encompass specific procedures and techniques employed by supervisors to observe and document teaching and learning behaviors.

CONCLUSIONS AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between supervisory competence and managerial behavior practices of school heads in public elementary schools. The study was conducted in the selected public schools of Governor Generoso District. There were seventy-four (74) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.The level of supervisory competence of school heads is high. This indicates that their effectiveness in overseeing instructional practices, staff performance, and school operations. This high competence likely contributes to improved teacher support, clearer direction, and better implementation of school goals. Such a result suggests that school heads are well-equipped to lead and manage their schools efficiently.

Meanwhile, the level of managerial behavior of school heads is very high. This reflects strong capabilities in planning, organizing, leading, and controlling school activities. This suggests that they are effectively managing resources, making informed decisions, and fostering a productive school environment. The very high level of managerial behavior may also contribute significantly to overall school performance and organizational stability.

It was found out that there is a significant relationship between supervisory competence and managerial behavior of school heads. All domains of supervisory competence are correlated with managerial behavior of school heads. This suggest that strong supervisory skills enhance effective management practices. Each domain of supervisory competence such as instructional supervision, performance evaluation, and mentoring was found to be positively correlated with and influential on managerial behavior. This implies that improving supervisory competence can directly strengthen the overall managerial effectiveness of school leaders.

Moreover, all domains of supervisory competence of school heads significantly influenced the managerial behavior of school heads. Of all the domains, professional competence indicates a higher influence on the managerial behavior of school heads compared to other indicators. This leads to the rejection of the null hypothesis. This highlights the comprehensive role of effective supervision in school leadership. Among these domains, professional competence stands out as the most influential factor, suggesting that a school head's expertise and professionalism strongly shape their management practices. As a result, the null hypothesis is rejected, confirming a meaningful relationship between supervisory competence and managerial behavior.

Conclusions

Based on the findings of this study, the following conclusions were offered:
The level of supervisory competence of school heads is high which means that it is oftentimes evident. Notably, professional competence and motivational competence are always evident while instructional supervision and is oftentimes evident.

Meanwhile, the level of managerial behavior of school heads is very high. Specifically, monitoring, targets, people, and leadership are always evident. On the other hand, operation is oftentimes evident.

Based on the findings, supervisory competence and managerial behavior are related. All domains of supervisory competence are linked to the managerial behavior of school heads. This leads to the rejection of the null hypotheses.

Furthermore, all domains of supervisory competence significantly influenced the managerial behavior of school heads leading to the rejection of the null hypothesis. Also, professional competence is the domain of supervisory competence which has a higher influence on the managerial behavior of school heads compared to other domains.

The significant influence of the supervisory competence on the managerial behavior of school heads conformed with the Leadership-Member Exchange (LMX) Theory of Graen and Uhl-Bien (1995) as cited in Robinson and Growe (2019). In educational contexts, LMX theory can help school heads understand the importance of building strong relationships with their teachers and staff. By focusing on the quality of these exchanges, school leaders can improve their supervisory practices and managerial behaviors, leading to better outcomes for both teachers and students. Effective school heads use LMX to mentor and develop leadership skills among their staff, empowering teachers to take on leadership roles within the school. This practice enhances the supervisory competence of both the school heads and their teachers.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the findings, DepEd officials are encouraged to continue supporting professional development initiatives that strengthen both the supervisory competence and managerial behavior of school heads, particularly in areas such as instructional supervision and operations. Since professional and motivational competence are consistently evident, further training may focus on enhancing areas like operational management, ensuring a well-rounded approach to school leadership. Additionally, it would be beneficial to integrate supervisory and managerial training programs to reinforce the interconnectedness of these skills, helping school heads effectively balance leadership, monitoring, and operational tasks, ultimately contributing to improved school performance and outcomes.

Moreover, school heads are encouraged to continue leveraging their high level of supervisory competence, particularly in professional and motivational competence, while placing a stronger focus on enhancing instructional supervision. Given the strong connection between supervisory competence and managerial behavior, school heads should ensure that their managerial practices, especially in monitoring, leadership, and people management, align with and support effective supervision. Additionally, focusing on improving operational management, which was less evident, can help strengthen the overall effectiveness of their leadership and ensure that all aspects of school management contribute to the success of the institution.

Furthermore, teachers may benefit from the high level of supervisory competence demonstrated by school heads, particularly in areas such as professional and motivational competence. Teachers may take advantage of the instructional supervision provided, offering feedback and suggestions that can help further improve these practices. Additionally, teachers may contribute to the school's overall success by aligning with the school heads' managerial goals, such as meeting targets and participating in leadership initiatives, while also providing constructive input on operational practices to help ensure effective school management and a positive learning environment.

Lastly, future researchers may conduct in-depth studies that further examine the causal relationship between specific domains of supervisory competence, especially instructional supervision, and managerial behavior. Exploring the impact of these competencies on school outcomes such as teacher performance, student achievement, and school climate would provide valuable insights. Additionally, comparative studies across different school levels or regions may reveal contextual factors that influence how supervisory competence translates into effective managerial practices, thereby enriching the current body of knowledge and informing targeted leadership development programs.

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