Supervisory Competence and Managerial Behavior of School Heads and Teachers' Performance in Southern Philippines

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This research seeks to ensure that in decision-making there are no conflicts for the Research members between personal/professional interests, duties of trust or obligations of good faith; and their obligation in the fulfilment of the research paper

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Abstract:

The study mainly examined the school heads' supervisory competence of school heads and teachers' performance. It determined the level of school heads' supervisory competence in terms of instructional supervision, professional and motivational competence; the managerial behavior in advocating competence of school heads; particularly in planning, implementing, monitoring, evaluating and supporting. As to the teachers' performance, it looked into their mastery of content, facilitation of learning, learning environment, diversity of learning, learning support, classroom management, and teaching strategies. Using a descriptive – correlation design, it gathered information and described the school heads' supervisory competence and managerial behavior as well as the teachers' performance. Systematic random sampling was employed in obtaining the number of respondents. The research instrument was based from the Philippine Professional Standards for Teachers or PPST (DO # 42, s. 2017). The statistical processes used were finding the mean and weighted mean to describe levels. Then, to test the hypotheses, it made us of Pearson Product Moment Correlation and regression analysis. Based on the finding, school heads were highly competent in their supervision and very competent in their managerial behaviors. Teachers had very satisfactory performance in all parameters included to measure their performance. There was a significant relationship between the school heads' supervisory competence and teachers' performance parameters. Likewise, significant relationship between managerial behavior and teachers' performance existed all in sub-variables. The results show a slight to low correlation of parameters. The positive relationship implies that a heightened instructional competence of school heads magnifies the increase of the indicated parameters to measure teachers' performance. Furthermore, the competence of school heads in their supervisory roles and managerial behavior contributed to the teachers' satisfactory performance. The more the school heads give much focus on the professional development of teachers, the higher the teachers tend to enhance their professional competence.

Introduction

Teachers play a crucial role in improving the quality of the teaching and learning process. Good teachers are vital to raising student achievement. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts toward quality education. Either a school head, which could be the principal, head teacher, or teacher-in-charge is needed to run a school to have daily contact with the teachers, learners, as well as parents and other stakeholders to direct and facilitate a school's smooth operation in order to attain its objectives. Therefore, the existence of a leader in an organization is imperative. Their competence and supervisory powers are expected to encourage pleasing organizational climate that may result to high school achievement.

The supervisory ability of the school heads is believed to affect school efficiency as what Kelley, Thornton, & Daughtery (2005), and Kelly and Williams, suggest that a school leader's ability to assess and assist teachers in the performance of their duties and responsibilities; initiate school improvement and create a learning oriented educational climate contribute to teacher performance, which ultimately improves learner academic achievement.

Because of these, there is a need to examine the school heads supervisory competence as they look into the teachers' instructional performance. Hence, this study examined the school heads' supervisory competence and teachers' performance as it is an assumption that when school heads have high supervisory competence, the teachers' instructional performance is high.

This study ascertained the school heads supervisory competence and teachers' performance in Kidapawan City Division. Specifically, this study sought to answer the level of the school heads' supervisory competence in terms of instructional, professional and motivational, extent of managerial behavior of school heads in terms of advocating, planning, implementing, monitoring, evaluating and supporting, the level of teachers' performance in terms of mastery of content, facilitation of learning, learning environment, diversity of learning, learning support, classroom management and teaching strategies, significant relationship between the supervisory competence and teachers' performance, the supervisory competence of school heads significantly influence the teachers' performance, significant relationship between the managerial behavior of school heads and teachers' performance and the school head's managerial behavior significantly influence the teachers' performance.

The result of this study may provide the school administrators' insights for self-evaluation. The result may assist them to discover their potentials as well as their deficiencies in handling their teachers. Through the teacher's descriptions of the school administrator's leadership behavior and the school organizational climate, the school administrators may be able to map out a program for self- improvement, which may become a basis to acquire needed skills and to achieve personal growth and satisfaction from their work performance.

The feedback data may point the direction of change in terms of the leadership behavior exhibited by the school administrator and the organizational climate, which prevails in their schools. Information and implications that may be derived from the present study aid the school administrator to understand better the management process, and thereby ensure improved organizational efficiency and effectiveness, which ultimately pave way for better leadership behavior that will result to harmonious relationship of school administrators and his subordinates.

Method

Research Design and Procedures

   This study utilized descriptive and correlation design used to gather information through the chosen respondents with the use of a questionnaire and described the school heads' supervisory competence. Correlation in the sense that this tested the relationship between the school heads' supervisory competence and teachers' performance in the selected schools of Southern Philippines. The respondents of this study were the 35 schools from medium and small schools excluding schools in the remote areas. The respondents were the proficient teachers coming from the group of Teachers I-III. After the approval, the researcher furnished the copy of approved letter to the selected elementary school heads for information and reference so the researcher has started the data-gathering procedure thereat to the respective respondents. After doing all primary activities, the researchers obtained ethical approval from institutional review board to ensure that this study adhered to ethical guidelines. Ethical considerations included protecting participant's privacy and confidentiality. Informed consent procedures were followed, where participants were provided with detailed information about the study's purpose, procedures, potential risks, and benefits. Participants voluntarily signed consent forms to indicate their willingness to participate.

Tools of Data Collection

   The research instrument that was employed in this study was self-structured and was validated by the selected faculty in the college. This instrument constitutes three (3) parts. Part 1 and 2 were utilized to elicit responses from the respondents on the supervisory competence and the managerial behavior. Part 3 was used to gather data on teachers' performance. The descriptive survey method with questionnaire was used as the tool in data gathering from the selected schools in Southern Philippines covering 5 districts. The questionnaire was based from the Dep Ed Order that is patterned from the Philippine Professional Standards for Teachers indicators. As a final tool for the data gathering, all items were reviewed and revised based on the result of the item analysis and were used as the final research instrument. The descriptive survey method with questionnaire was used as the tool in data gathering from the selected schools in the selected schools of Southern Philippines covering 5 districts.

Statistical Analysis

   Responses of the respondents were summarized and analyzed by computing the mean that determined based on the extent of the program implementation and the level of school performance complied. Multiple linear regression analysis to determine the significant influence of the independent on the dependent variables of the study and Pearson r was used to test the significant relationship of the independent and dependent variables.

Results and Discussions

Instructional Supervision

In Table 1, the heads of the school are extremely qualified in the conduct of their supervision in terms of motivational skills. We are highly skilled in encouraging teachers to seek advances schooling 4.63; and empowering teachers to do their best, 4.60; in addition to encouraging teachers to affirm their positive ability, 4.58; and empowering teachers to achieve a high target in working life, 4.57. In addition, the school heads send teachers bit of advice to find ways to boost their self-confidence, 4.56; acquire more information to improve their teaching abilities, 4.55; engage enthusiastically in carrying out departmental duties, (4.54). The result implies that the heads of the school attach considerable importance to the operation of their supervision in terms of motivational competency. We offer the value of inspiring teachers to seek advanced education for teachers to do their best and improve their ability for good. The implication on the outcome coincides with Figueroa's (2004) claim that instructional supervision requires encouraging teachers to try new instructional approaches and preserve a sense of confidentiality. Instructional supervision encourages teachers to improve themselves professionally in order to gain a wide variety of teaching techniques and diversity in teaching methods that consider each teacher's unique talents and capabilities to be motivated to become productive and to increase their level of performance when they work with guidance. Oyewole and Alonge (2013) emphasize that school morale depends on how pleased teachers are with their work.

Table 1: Level of school heads' competence in terms of **instructional supervision.**

Indicators	Mean	Description
My School Head is competent in…		
1. Assisting teachers in lesson planning by inspecting/checking and giving comments and recommendations.	4.58	Highly Competent
2. Assisting teachers in developing/selecting instructional materials (IM's) by recommending suited/aligned IM's for lesson activities/content.	4.42	Very Competent
3. Checking if assessment is aligned to the content as planned	4.58	Highly Competent
4. Helping in the evaluation and enhancement of the curriculum content to meet the learning needs of pupils.	4.45	Very Competent
5. Creating a pleasing climate before giving the technical assistance.	4.49	Very Competent
6. Talking with teachers cordially to encourage them to use appropriate teaching methods/strategies.	4.59	Highly Competent
7. Instructing teachers on the proper use of technology in the delivery of the lesson.	4.47	Very Competent
8. Conducting post conference with every teacher observed.	4.57	Highly Competent

9. Facilitating the exchange of ideas on teaching enhancement.	4.48	Very Competent
10. Allowing teachers to justify their performance in teaching.	4.55	Highly Competent
11. Providing the concerned teacher with the COT result.	4.58	Highly Competent
Weighted Mean	**4.52**	Highly Competent

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Professional Competence

Table 2 describes the level of supervisory competence of the school heads in terms of professional competence, which obtained the weighted average of 4.55 providing a highly competent classification in all the measures of professional competence. The school heads have been found to use the standards assessment method to assess the level of competence of the teachers, with an average of 4.64; likewise, stressing the sense of obligation and dedication to work, 4.63; reminding the teachers about the supervisory activities / schedules, 4.58; and cordially recommending change in teaching (4.55). In addition, the school heads are highly qualified to use the educational profile of the individual teachers as the basis for recommending professional enhancement of teachers, 4.55; promoting access to opportunities for professional enhancement for teachers, 4.52; and in evaluating the performance of teachers through classroom activities, including administering teacher training programs (TIPs) for new teachers and in-service projects to enhance teacher performance. The result indicates that as instructional managers the school heads still concentrate a lot on teachers' professional skills in order to enhance the instructional efficiency of the students. The assumption complements what Okumbre (2007) said that an instructional supervisor must be an already trained instructor, with the pedagogical skills and instructional supervisory leadership skills acquired through training more about instructional supervision (Bentley 2005). It also agrees with what Figueroa (2014) pointed out that the professional out that the professional development of teachers in terms of instructional supervision must be taken into account in order to sustain high-quality classroom success that facilities better student learning

Table 2: Level of school heads' competence in Kidapawan City in terms of **professional competence.**

Indicators	Mean	Description
My School Head is competent in…		
1. Using the standard evaluation tool to determine the teachers' level of performance.	4.64	Highly Competent
2. Using the individual teachers' educational profile as basis in recommending teachers' professional enhancement.	4.55	Highly Competent
3. Facilitating teachers' access to resources for professional enhancement.	4.52	Highly Competent
4. Cordially suggesting instructional improvement.	4.53	Highly Competent
5. Conducting in-service programs to improve teachers' performance.	4.46	Very Competent
6. Conducting Teacher Induction Program (TIP) to new teachers.	4.49	Highly Competent
7. Evaluating teachers' performance through classroom tasks.	4.52	Highly Competent
8. Informing teachers about the supervisory activities/schedules.	4.58	Highly Competent
9. Challenging teachers to try out new ways in performing their teaching tasks.	4.55	Highly Competent
10. Emphasizing sense of duty and work commitment.	4.63	Highly Competent
Weighted Mean	**4.55**	**Highly Competent**

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Motivational Competence

In Table 3, it could be seen that the heads of the school are extremely qualified in the conduct of their supervision in terms of motivational skills. We are highly skilled in encouraging teachers to seek advances schooling 4.63; and empowering teachers to do their best, 4.60; in addition to

encouraging teachers to affirm their positive ability, 4.58; and empowering teachers to achieve a high target in working life, 4.57. In addition, the school heads send teachers bit of advice to find ways to boost their self-confidence, 4.56; acquire more information to improve their teaching abilities, 4.55; engage enthusiastically in carrying out departmental duties, (4.54). The result implies that the heads of the school attach considerable importance to the operation of their supervision in terms of motivational competency. We offer the value of inspiring teachers to seek advanced education for teachers to do their best and improve their ability for good. The implication on the outcome coincides with Figueroa's (2004) claim that instructional supervision requires encouraging teachers to try new instructional approaches and preserve a sense of confidentiality. Oyewole and Alonge (2013) emphasize that school morale depends on how pleased teachers are with their work.

Table 3: Level of school heads' competence in Kidapawan City in terms of **motivational competence.**

Indicators	Mean	Description
My School Head is competent in…		
1. Encouraging teachers to participate willingly in doing departmental duties.	4.54	Highly Competent
2. Inspiring teachers to aim high in the work life.	4.57	Highly Competent
3. Encouraging teachers to express their ideas in meetings.	4.55	Highly Competent
4. Inspiring teachers to perform to their best.	4.60	Highly Competent
5. Enjoining teachers to enhance their teaching skills.	4.55	Highly Competent
6. Inspiring teachers to acquire more knowledge to enhance their teaching skills.	4.56	Highly Competent
7. Encouraging teachers to pursue advanced education.	4.63	Highly Competent
8. Encouraging teachers to strengthen their good potentials.	4.58	Highly Competent
9. Giving pieces of advice to teachers to find ways in improving their self-confidence.	4.56	Highly Competent
10. Encouraging teachers to feel proud of their performances in school.	4.53	Highly Competent
Weighted Mean	**4.57**	Highly Competent

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Advocating

The Table 4 presents the level of managerial conduct of the school heads in terms of advocacy that achieved a weighted average of 4.48, defines as very competent. They primarily allow teachers to

carry out activities collaboratively, 4.55; call for the fulfillment of promises and commitments, 4.53; and fulfill promises and commitments, 4.53 (4.53). They also facilitate collaborative relationships among colleagues in carrying-out group tasks, 4.53; and encourage the use of technology-integrated teaching, (4.57). In addition, they expend time and energy persuading teachers to stick to accepted expectations, 4.44; as well as encouraging teachers to promote a well-done job, 4.42; and addressing potential developments that will affect how school works done. The results imply that the school heads enjoin teachers to accomplish tasks collaboratively considering that cooperative relationship among teachers in doing their tasks is the key towards the compliance of school works and reports. It implies further that when school heads utilize varied strategies in advocating, they mean to mean meet the interest of every teacher and encourage them to perform better if not the best. The implication is consistent with Kelley, Thornton, & Daughtery's (2005) belief that the ability of a school head to promote school change and establish a learning-oriented education environment led to learner's academic achievement. It will also affect the school environment and the students' academic achievement of learners. This would likewise affect the school climate and the academic achievement of the students (Kelley and Williamson 2006). Furthermore, Knapp et al (2010) claimed that the relationship between teachers and the principal of the school is extremely important in order to improve low-performing schools, especially on learners' academic performance.

Table 4 Extent of managerial behaviour of school heads in terms of **advocating.**

Indicators	Mean	Description
My School Head is competent in…		
1. Talking about future trends that will influence how school works get done.	4.42	Very Competent
2. Praising teachers to encourage a job well done.	4.42	Very Competent
3. Encourages teachers to make use of technology-integrated teaching.	4.47	Very Competent
4. Encouraging cooperative relationship among colleagues in accomplishing group tasks.	4.50	Highly Competent
5. Spending time and energy in convincing teachers to adhere to agreed standards.	4.44	Very Competent
6. Enjoining teachers to focus on the new trends in teaching-learning process.	4.53	Highly Competent
7. Appealing to follow through on promises and commitments.	4.53	Highly Competent
8. Enjoining teachers to accomplish tasks collaboratively.	4.55	Highly Competent
Weighted	**4.48**	**Very Competent**

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating

Level	Description	Descriptive Interpretation
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Planning

Table 5 represent the level of management behavior of the school heads in terms of planning, which reached a weighted average of 4.45, described as very skilled. The heads of the school were very skilled in scheduling instructional supervision, 4.59; this includes scheduling tasks, (4.48). They are also very experienced in disciplinary action preparation, 4.46; as well as preparing plans for enhancing school teaching, 4.43; preparation institutional infrastructure, 4.43; and preparing for the procurement of instructional materials (4.42). The result indicate that the heads of the school are very planning professional. Furthermore, it is implied further that the heads of the school were purposeful in planning disciplinary policies and in planning initiatives for enhancing school education; equally in the design of structural projects and the procurement of instructional materials. The point is in line with what Asmani (2012) put forward, which includes planning; teaching programs, student relations, finance, and providing the requisite facilities; and developing instructional programs that concentrate on teacher training. This system involves addressing instructor requirements, teaching responsibilities, and various support facilities.

Table 5   Extent of managerial behaviour of school heads in Kidapawan City in terms of **planning.**

Indicators	Mean	Description
My School Head is competent in…		
1. Planning programs for the improvement of instruction in our school.	4.43	Very Competent
2. Planning for the acquisition of instructional materials.	4.42	Very Competent
3. Planning strategies to attain educational goals in school.	4.42	Very Competent
4. Planning for disciplinary policies.	4.46	Very Competent
5. Planning rewards for the accomplishment of goals.	4.39	Very Competent
6. Planning structural facilities.	4.43	Very Competent
7. Planning schedule of activities.	4.48	Very Competent
8. Scheduling Instructional Supervision.	4.59	Very Competent
Weighted Mean	**4.45**	**Very Competent**

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating

| 1.50- 2.49 | Moderately Competent | Competence is ranging from 61 to 70% rating |
| 1.00- 1.49 | Slightly Competent | Competence is at the range of 60% and below |

Implementing

Table 7 describes the standard of managerial conduct of school heads as regards execution, which reached a weighted average of 4.45, defined as quite competent. This demonstrates that the heads of the school are very qualified to carry out instructional supervision as scheduled; confidentially providing information to teachers about the outcome(s) of instructional supervision; and provide specific guidance on how to perform instructional oversight.In addition, the head of the school are very professional in evaluating the performance of students, 4.58; and in providing them with technical assistance, (4.56). We also fully execute the school services, initiatives, and teacher events. (4.50); develop the school to execute the school programs, projects and events (4.50); they always interact competently when to introduce school services, initiatives, and events (4.44).
The result denotes that the school heads highly competent in implementing planned and scheduled activities, programs and projects in school with the teachers concern; since, recognizing the expertise and good performance of teachers will enhance their commitment in the implementation of planned school concerns. The result and implication in this part of the study agrees with the statement of Ponnusamy (2010) that supervision is provided by the school head in order to help teachers to be professionals in their duties.

Table 6 Extent of managerial behaviour of school heads in Kidapawan City in terms of implementing.

Indicators	Mean	Description
My School Head is competent in…		
1. Communicating when to implement school programs, projects and activities.	4.44	Very Competent
2. Setting the school for the implementation of the school programs, projects and activities.	4.50	Very Competent
3. Implementing fully the school programs, projects and activities with teachers.	4.50	Very Competent
4. Giving technical assistance to teachers.	4.56	Very Competent
5. Giving clear direction on how Instructional Supervision is conducted.	4.58	Very Competent
6. Rating teachers' performance.	4.58	Very Competent
7. Conducting Instructional Supervision as scheduled.	4.60	Very Competent
8. Giving information to teachers concern on the result(s) of the Instructional Supervision with confidentiality.	4.60	Very Competent
Weighted Mean	**4.55**	**Very Competent**

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50- 4.49	Very Competent	Competence is ranging from 81 to 90% rating

2.50-3.49	Competent	Competence is ranging from 71 to 80% rating
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Monitoring

Table 8 describes the standards of management conduct of the school heads in terms of supervision, which obtained a weighted mean of 4.44 with a rather competent summary, 4.54; testing if the classrooms are conducive to learning, 4.53; and visiting classes as planned (4.50) are highly qualified to conduct daily review of the lesson plans.On the other hand, the school heads are very competent in checking teachers' compliance to suggestions and recommendations, 4.47; inspecting if subject corners are updated, 4.45; as well as in conducting inspection of class records and other forms to find out learners' progress, 4.45; doing informal visits to classes 4.38; and in visiting classes even out of schedule, (4.25). The result implies that the school heads have been conducting inspection of lesson plans regularly, checking if classrooms are conducive for learning, and visiting classes as scheduled to provide needed guidance and technical assistance to the teachers. They provide sufficient supervision and observation with the aim of guiding the teachers to provide quality instructional services to learners.The implication shows connection with what Nampa (2007) promotes that monitoring practices have significant effect on the teachers' instructional performance, which Nambassa (2003) supports that although followers can have all the willingness and skills to do the job, they still need the necessary observation and follow up doing their teaching job. It also demonstrates continuity with what Newstrom and Bittel (2002) say that close monitoring of teacher behavior, class attendance and sufficient teaching resources help teachers respond to changing educational system needs.

Table 8   Extent of managerial behavior of school heads in Kidapawan City in terms of **monitoring.**

Indicators	Mean	Description
My School Head is competent in…		
1. Visiting classes as scheduled.	4.50	Very Competent
2. Doing informal visits to classes.	4.38	Very Competent
3. Visiting classes even out of schedule.	4.25	Very Competent
4. Inspection of lesson plans regularly.	4.54	Very Competent
5. Inspecting the IM's used by teachers.	4.43	Very Competent
6. Checking teachers' compliance to suggestions and recommendations.	4.47	Very Competent
7. Doing inspection of class records and other forms to find out learners' progress.	4.45	Very Competent
8. Inspecting if subject corners are updated.	4.45	Very Competent
9. Checking if classrooms are conducive for learning.	4.51	Very Competent
Weighted Mean	**4.44**	**Very Competent**

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Evaluating

Table 9 demonstrates the level of management conduct of the school heads in terms of assessing at an average of 4.51 with a summary of the highly skilled out of their way of testing how conducive the classrooms are for learning, 4.56; and how teachers planned, picked, arranged and used assessment methods consistent with curriculum requirement (4.54).They are likewise highly competent in measuring teachers' mastery of content knowledge and application, 4.51; also in checking if the teachers applied appropriate innovative teaching strategies and classroom management practice, 4.51; and evaluating learners progress and achievement using learners' attainment of data/anecdotal records, (4.51). In addition, the school heads are very competent in examining teachers' satisfaction level as basis of revisiting school climate (4.43). The result means that the heads of the school are highly competent in checking and assessing the required activities and needs in achieving the immediate objectives of classroom instruction, which includes providing content in which the teachers have already received input and suggestions for improvement. In addition, they put great importance on maintaining a friendly learning atmosphere by testing the availability and efficiency of classroom facilities. The findings and implications on this dimension of managerial behaviour are in line with what Hunsaker and Johanna (2009) have put forward, that it is important for school heads to assess teachers' performance through post-conference feedback provided after supervision in the type of instructional dialogue. The concept of getting input after supervision is important as it includes discussing the learned and felt during supervision by both parties. They also said improving employee performance based on fair and considerate feedback.

Table 9   Extent of managerial behavior of school heads in terms of **evaluating.**

Indicators	Mean	Description
My School Head is competent in…		
1. Measuring the mastery of content knowledge and its application.	4.51	Highly Competent
2. Checking if the teachers applied appropriate innovative teaching strategies and classroom management practice.	4.51	Highly Competent
3. Checking if classroom is conducive for learning.	4.56	Highly Competent
4. Evaluates if the teacher addresses learner diversity using the standard tool.	4.54	Highly Competent

5. Checking if the teacher counsels and guides learners through records.	4.51	Highly Competent
6. Evaluating stakeholders' engagement to promote learning and improve pupils' performance.	4.50	Highly Competent
7. Checking if the teacher designed, selected, organized and used assessment strategies aligned with the curriculum requirements.	4.54	Highly Competent
8. Evaluating learners' progress and achievement using attainment data/ anecdotal records.	4.51	Highly Competent
9. Evaluating various related works/activities that contribute to the teaching-learning process such as attendance to trainings/ seminars, as resource person, coordinatorship and coaching and mentoring learners in competitions.	4.50	Highly Competent
10. Examining regularly the teachers' satisfaction level as basis of revisiting school climate.	4.43	Very Competent
Weighted Mean	**4.51**	**Highly Competent**

4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Supporting

Table 10 presents that the level of school heads' managerial behavior in terms of supporting bears a mean of 4.47, described as very competent such as in providing opportunity for teachers to undergo trainings relative to designated ancillary services, 4.57. They also assist teachers in improving their self-confidence in teaching through INSET, SLAC, trainings and seminars, 4.54; and in encourage teachers to attend to important activities (4.49). They were also very competent to explain to individual strengths and shortcomings as a basis for offering assistance, 4.47; to attend to teacher concerns to relieve them from pain/stress, 4.45; and to pay attention to teacher needs on teaching materials, (4.45); Teachers are also experienced in seeking ways of allocating financial resources to provide adequate educational facilities, 4.40; and in offering high-performance teachers recognition and incentives, (4.36). The result implies that the school heads are supportive to the teachers' professional development by encouraging and providing them chances to attend related trainings and seminars, and other activities in school. This is consistent to what Ayine (2012) posited that principals' instructional supervisory techniques enhance teachers' service delivery in monitoring of teachers' attendance, and checking teachers lesson notes. Likewise in doing proper recording of scheme of work, adequate provision of instructional materials, close monitoring of teachers' class attendance on daily basis, close supervision of teachers' activities and adopting internal supervision techniques to help teachers adapt to the changing needs of education system.

Table 10   Extent of managerial behaviour of school heads in terms of **supporting.**

Indicators	Mean	Description

My School Head is competent in…		
1. Giving recognition and rewards to teachers with high level of performance.	4.36	Very Competent
2. Giving attention to teachers needs on instructional materials.	4.45	Very Competent
3. Finding ways to allocate financial resources to provide enough instructional facilities.	4.40	Very Competent
4. Giving clarifications to individual strengths and weaknesses as basis in providing support.	4.47	Very Competent
5. Assisting teachers in improving their self-confidence in teaching through INSET, SLAC, trainings and seminars.	4.54	Highly Competent
6. Encouraging teachers to attend to important activities in relation to their educational advancement to a reasonable level such as immersion.	4.49	Very Competent
7. Providing opportunity for teachers to undergo trainings relative to designated ancillary service/s.	4.57	Highly Competent
8. Attending to teachers' complaints to relieve them from pains/stress.	4.45	Very Competent
Weighted Mean	**4.47**	**Very Competent**

Level	Description	Descriptive Interpretation: The school head's
4.50-5.0	Highly Competent	Competence is ranging from 91 to 100% rating
3.50-4.49	Very Competent	Competence is ranging from 81 to 90% rating
2.50-3.49	Competent	Competence is ranging from 71 to 80% rating
1.50-2.49	Moderately Competent	Competence is ranging from 61 to 70% rating
1.00-1.49	Slightly Competent	Competence is at the range of 60% and below

Mastery of Learning Content

Table 11 presents the level of teachers' performance in terms of mastery of learning. This obtained a weighted mean of 4.25, with a description of very satisfactory (VS), which is derived from the indicators, such as; learners' response to questions, 4.32; following the application of content knowledge, 4.27; and connecting present lesson to learned basic subject content as well as proper use of ICT and thought-provoking questions. The result implies that the teachers perform the indicators very satisfactorily in their teaching tasks to enhance learning, which is consistent to what Nambassa (2003) indicates that adequate inspection brings about quality teaching and learning in primary schools. Observation techniques implemented to follow the course of the visit the classroom during a lesson has to be observed, including; activities and efforts undertaken by teachers and students in the learning process, learning how to use media, mental reactions of the learners, state of media used, social and physical environment of the school both inside and outside the school as well as supporting factors.

Table 11   Level of teachers' performance in terms of **mastery of learning content.**

Indicators	Mean	Description
The teacher is…		
1. Giving instances to connect present lesson to learned basic subject content.	4.23	Very Satisfactory
2. Showing proper use of ICT content learners.	4.22	Very Satisfactory
3. Following the application of content knowledge.	4.27	Very Satisfactory
4. Asking thought-provoking questions.	4.22	Very Satisfactory
5. Evaluating learners' response to questions.	4.32	Very Satisfactory
Weighted Mean	**4.25**	Very Satisfactory

Level	Qualitative Description		Descriptive Interpretation
4.50-5.0	Excellent	(Ex)	With a rating of 96-100%
3.50-4.49	Very Satisfactory	(VS)	With a rating of 91-95%
2.50-3.49	Satisfactory	(Sat)	With a rating of 86-90%
1.50-2.49	Moderately Satisfactory	(MS)	With a rating of 81-85%
1.00-1.49	Slightly Satisfactory	(SSat)	With a rating of 75-80%

Facilitation of Learning

Table 12 presents the level of performance of teachers in terms of facilitating learning with a weighted average of 4.26, described as very satisfactory from indicators such as providing clear instructions for learners to achieve the right output, (4.31); and presenting lessons with enthusiasm, (4.30). Likewise by using discrete learning exercise and in the provision of learning activities, (4.26). The finding implies that the teachers are very good facilitators in learning that I turn encourage learners to come up with the right output. It implies further that the facilitating behavior of teachers in the classroom is very essential. The implication agrees with the statement of Barnuevo et al. (2011) that teachers are essential to the achievement of instructional goals and objectives. Effectiveness is assured and output is maximized. In addition, success rests entirely on their hands of the teacher as the facilitator in the classroom.

Table 12   Level of teachers' performance in terms of **facilitation of learning.**

Indicators	Mean	Description
The teacher is…		
1. Presenting lessons enthusiastically.	4.30	Very Satisfactory
2. Giving clear instructions for learners to come up with the right output.	4.31	Very Satisfactory
3. Giving differentiated learning activities to meet every learner's interest to act in class.	4.26	Very Satisfactory

Indicators	Mean	Description
4. Allowing learning actions according to a learner's way in completing tasks.	4.20	Very Satisfactory
5. Creating activities that encourage learners to participate in school activities.	4.22	Very Satisfactory
Weighted Mean	**4.26**	Very Satisfactory

Level	Qualitative Description		Descriptive Interpretation
4.50-5.0	Excellent	(Ex)	With a rating of 96-100%
3.50-4.49	Very Satisfactory (VS)		With a rating of 91-95%
2.50-3.49	Satisfactory	(Sat)	With a rating of 86-90%
1.50-2.49	Moderately Satisfactory (MS)		With a rating of 81-85%
1.00-1.49	Slightly Satisfactory (SSat)		With a rating of 75-80%

Learning Environment

Table 13 presents the level of teachers' performance in providing a learning environment that clean and orderly classroom to create the feeling of being safe among learners also an atmosphere that promotes purposive learning and well-structured classroom in doing class activities, which are noted very satisfactorily performed. The result implies that the teachers prepare the pupils' learning areas or classrooms to allow the pupils to move freely while interacting with other learners aside from providing an environment favorable in teaching and learning activities. Nampa (2007) contends that for an organization to achieve better performance, a supervisor must continuously check on day-to-day progress of work so as to put right what may be going wrong.

Table 13   Level of teachers' performance in terms of **learning environment.**

Indicators	Mean	Description
The teacher is…		
1. Providing materials that encourage learners to participate in school activities.	4.23	Very Satisfactory
2. Structuring the classroom for learners to become creative in doing their tasks.	4.17	Very Satisfactory
3. Providing a clean and orderly classroom to create the feeling of being safe among learners.	4.31	Very Satisfactory
4. Providing a well-structured classroom for learners to become interested in doing class activities.	4.29	Very Satisfactory
5. Arranging the classroom to create an atmosphere that promotes purposive learning.	4.30	Very Satisfactory
Weighted Mean	**4.26**	Very Satisfactory

Level	Qualitative Description		Descriptive Interpretation
4.50-5.0	Excellent	(Ex)	With a rating of 96-100%
3.50-4.49	Very Satisfactory	(VS)	With a rating of 91-95%

Level	Qualitative Description		Descriptive Interpretation
2.50-3.49	Satisfactory	(Sat)	With a rating of 86-90%
1.50-2.49	Moderately Satisfactory	(MS)	With a rating of 81-85%
1.00-1.49	Slightly Satisfactory	(SSat)	With a rating of 75-80%

Diversity of Learning

Table 14 discloses the findings on the level of teachers' performance in terms of diversity of learning very satisfactory rating. Teachers have very satisfactory performance in all the given indicators, which include giving consideration on physical and intellectual disabilities; and providing differentiated learning activities. They also consider the learners' diversity in culture. The result implies consideration in the choice of teaching strategies and instructional materials. There is a need to identify appropriate competencies of teachers on student assessment where competencies specified that teachers are in the position of guiding diverse learners in terms of learning preferences, (Magno 2013).

Table 14 Level of teachers' performance in terms of **diversity of learning.**

Indicators	Mean	Description
The teacher is…		
1. Using of differentiated learning activities to meet each learners learning level.	4.30	Very Satisfactory
2. Giving consideration on linguistic and cultural back- ground of learners in choosing teaching strategies.	4.25	Very Satisfactory
3. Giving consideration to differences of learners as to physical and intellectual disabilities.	4.34	Very Satisfactory
4. Providing Inspiration to learners in their difficult circumstances to become productive in class.	4.30	Very Satisfactory
5. Assigning tasks based on the learners' readiness.	4.27	Very Satisfactory
Weighted Mean	**4.29**	Very Satisfactory

Level	Qualitative Description		Descriptive Interpretation
4.50-5.0	Excellent	(Ex)	With a rating of 96-100%
3.50-4.49	Very Satisfactory (VS)		With a rating of 91-95%
2.50-3.49	Satisfactory	(Sat)	With a rating of 86-90%
1.50-2.49	Moderately Satisfactory (MS)		With a rating of 81-85%
1.00-1.49	Slightly Satisfactory (SSat)		With a rating of 75-80%

Learning Support

Table 15 shows the level of learning support success of teachers, indicating that assessment methods were used to track and measure the learning progress of pupils. This implies that the presence of updated evaluation tools is imperative to have the basis to provide the right learning needs for the pupils. The implication is consistent to what Okumbe (2007) argued that a supervisory program is incomplete if it does not have an evaluation report. In this case, a supervisor acts as an educational auditor whose function is to verify the teaching and learning outcomes in order to provide a corrective mechanism prompting to instructional improvement.

Table 15   Level of teachers' performance in terms of **learning support.**

Indicators	Mean	Description
The teacher is…		
1. Using well designed diagnostic, formative and summative assessment instruments.	4.22	Very Satisfactory
2. Using of assessment tools that are consistent with curricular requirements.	4.24	Very Satisfactory
3. Evaluating and monitoring learning progress of learners considering the learners' grade level.	4.23	Very Satisfactory
4. Providing learning materials for learners' focus in learning.	4.19	Very Satisfactory
5. Providing remedial instruction to improve reading and comprehension.	4.22	Very Satisfactory
Weighted Mean	**4.22**	Very Satisfactory

Level	Qualitative Description		Descriptive Interpretation
4.50-5.0	Excellent	(Ex)	With a rating of 96-100%
3.50-4.49	Very Satisfactory	(VS)	With a rating of 91-95%
2.50-3.49	Satisfactory	(Sat)	With a rating of 86-90%
1.50-2.49	Moderately Satisfactory	(MS)	With a rating of 81-85%
1.00-1.49	Slightly Satisfactory	(SSat)	With a rating of 75-80%

Classroom Management

Table 16 shows the success standard of the teachers in terms of classroom management, which has received a very satisfying ranking. The teachers set the classroom very satisfactorily for the students to be in order when they are in class, and to meet the set expectations. This implies that the teachers are adhering to the classroom standards set for the discipline of the main class.

Table 16   Level of teachers' performance in terms of **classroom management.**

Indicators	Mean	Description
The teacher is…		
1. Setting the structures of the classroom environment for students to be reminded of their roles in class.	4.31	Very Satisfactory
2. Directing learners to be in order ones they tend to deviate from classroom rules.	4.27	Very Satisfactory
3. Setting standards to keep students focus to in learning activities.	4.19	Very Satisfactory
4. Directing students' behavior to develop self-management among learners.	4.23	Very Satisfactory
5. Ensuring that planned learning outcomes are aligned with the learning needs of pupils.	4.26	Very Satisfactory
Weighted Mean	**4.23**	Very Satisfactory

Level	Qualitative Description		Descriptive Interpretation
4.50-5.0	Excellent	(Ex)	With a rating of 96-100%
3.50-4.49	Very Satisfactory	(VS)	With a rating of 91-95%
2.50-3.49	Satisfactory	(Sat)	With a rating of 86-90%
1.50-2.49	Moderately Satisfactory	(MS)	With a rating of 81-85%
1.00-1.49	Slightly Satisfactory	(SSat)	With a rating of 75-80%

Teaching Strategies

Table 17 displays the performance level data pertaining to the teaching techniques employed, which has a weighted mean of 4.23, defined as quite satisfactory. This means that teachers use varied approaches to encourage literacy and numeracy in a very satisfactory manner by differentiated instruction based on learning styles of pupils to improve learning engagement.

Table 17   Level of teachers' performance among selected elementary schools in Kidapawan City in terms of **teaching strategies.**

Indicators	Mean	Description
The teacher is…		
1. Giving developmentally sequenced learning process in planning lessons to learning needs of pupils.	4.18	Very Satisfactory
2. Using varied strategies in promoting literacy and numeracy.	4.27	Very Satisfactory
3. Using varied strategies in developing critical and creative thinking.	4.19	Very Satisfactory
4. Providing activities in learning to optimize learning engagement.	4.23	Very Satisfactory

5. Employing differentiated instruction based on pupils' learning styles.	4.26	Very Satisfactory
Weighted Mean	**4.23**	Very Satisfactory

Level	Qualitative Description		Descriptive Interpretation
4.50-5.0	Excellent	(Ex)	With a rating of 96-100%
3.50-4.49	Very Satisfactory	(VS)	With a rating of 91-95%
2.50-3.49	Satisfactory	(Sat)	With a rating of 86-90%
1.50-2.49	Moderately Satisfactory	(MS)	With a rating of 81-85%
1.00-1.49	Slightly Satisfactory	(Sat)	With a rating of 75-80%

Instructional supervision and teachers' performance

In Table 18, the correlation matrix illustrates the important relationship between instructional supervision and success of the teachers. The gleaned data suggest that the competence of the school heads with respect to instructional supervision has a strong relationship with all of the indicated parameters of the performance of teachers. In particular, it is clear that there is a substantial relationship between instructional abilities and the mastery of learning material($r=0.296*$ with $p=000$); and learning facilities ($r=0.293*$ with $p=000$); including learning environment ($r=0.296*$ with $p=000$), learning delivery ($r=0.296*$ with $p=000$), and learning support ($r=0.269*$ with $p=000$). Similarly for classroom management ($r=0.230**$ with $p=002$); and instructional methods ($r=0.197*$ with $p=009$). The findings show a minor to medium parameter association. The result suggests that the positive relationship indicates that the increased instructional competence of the heads of school magnifies the increase of the indicated criteria for measuring the output of teachers. Accordingly, instructional supervision denotes supervisory activities carried out within the classroom by school heads primarily to track and improve instructional performance (Holland & Garman, 2001). Furthermore, school heads need to look for opportunities to increase teachers ' professional development and job performance in order to manage the teaching and learning process effectively, (Arong and Ogbadu, 2010).

Professional competence and teachers' supervision

The collected data in Table 19 show that the competence of the school heads relating to professional competence has a significant relationship with all the indicated parameters of the performance of the teachers. In particular, it is clear that there is a substantial relationship between instructional ability and mastery of learning material ($r=0.281*$ with $p=000$); and learning facilities ($r=0.287*$ with $p=000$); including learning atmosphere ($r=0.276*$ with $p=000$), learning delivery ($r=0.263*$ with $p=000$), and learning support ($r=0.251*$ with $p=000$). Similarly for classroom management ($r=0.235**$ with $p=002$); and instructional methods ($r=0.202*$ with $p=009$). The r data shows weak parameter correlation. The result suggests that the positive relationship indicates that an improvement in school heads' professional competence often means an increase in the stated criteria for evaluating the performance of the teachers. However, the findings suggest that professional growth should be emphasized for teachers to pay attention and be consistent with what Figueroa (2004) found out that supervision facilitates professional growth and staff development in order to sustain high-quality output that promotes improved learning for students and the success of teachers, such as; preparation of lesson plans, job schemes, teaching materials.

Motivational competence and teachers' supervision

The data in Table 20 show that the competency of the school heads relating to motivational competency has a substantial relationship with all the indicated parameters of the performance of the teachers. The r data indicates a low correlation between parameters. In particular, it is evident that there is a significant relationship between instructional competence and learning content mastery (r=0.300* with p=000); and learning facilitation (r=0.295 ** with p=000); including learning environment (r=0.253* with p=000), learning delivery (r=0.239* with p=000), and learning support (r=0.228* with p=000). Similarly for classroom management (r=0.202 ** with p=002); and instructional methods (r=0.178 * with p=009). The findings indicate weak parameter correlation. It is noted that the likelihood values are less than the level of significance set at 5 percent; therefore, the hypothesis in this part of the analysis is rejected. The result confirms Kelly, Thornton, and Daughtery 's statement (2005) that a collegial relationship between administrators and teachers creates a environment of confidence and shared understanding to promote professional growth and staff development, and high-quality classroom success that fosters better learning for students. Teaching supervision therefore encourages teachers to improve themselves professionally in order to gain a wide range of teaching techniques and diversity in teaching methods, taking into account each teacher's unique talents and abilities.

Table 20 Correlation matrix showing the relationship of **school heads' competence and teachers' performance**

Competence		Mast.of Learn. Cont.	Fac. in Learn.	Learn. Envi.	Delivery of Learn.	Learn. Sup.	Class. Mgt.	Teach. Strat.
Instructional	Pearson R	0.296**	0.293**	0.296**	0.275**	0.269**	0.230**	0.197**
	Probability	0.000	0.000	0.000	0.000	0.000	0.002	0.009
	N	176	176	176	176	176	176	176
Professional	Pearson R	0.281**	0.287**	0.276**	0.263**	0.251**	0.235**	0.202**
	Probability	0.000	0.000	0.000	0.000	0.001	0.002	0.007
	N	176	176	176	176	176	176	176
Motivation	Pearson R	0.300**	0.295**	0.253**	0.239**	0.228**	0.202**	0.178*
	Probability	0.000	0.000	0.001	0.001	0.002	0.007	0.018
	N	176	176	176	176	176	176	176

Supervisory Competence and Mastery of Learning Content

Table 21 describes the collective effect of the supervisory abilities of the school heads on the success of the teachers with respect to mastery of learning material. The data show that school heads' supervisory competence significantly influenced learning mastery (F-Value= 6,381 with p=0,000 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. However, the data show that the supervisory ability of the school heads accounted for just 10 per cent of the variance in the output of the teachers. Other variables not included in this analysis account for the remaining 90 per cent. Motivational ability is considered as the best indicator of the supervisory competencies of the school heads. This means that they are encouraged to improve productivity as the principal directs and encourages the teachers to work. The teachers are motivated to work. The result is in keeping with what Oyewole and Alonge (2013) say that motivation is an inner state that energizes, triggers and guides a person's actions towards achieving goals. Then, school motivation is dependent on how happy teachers are with their work.

Table 21 Influence of school heads' supervisory competence on the teachers' performance in terms of **mastery of learning content.**

Supervisory Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	1.976	0.545	3.629	0.000
Instructional Supervision	0.303	0.226	1.341	0.182
Professional Competence	-0.161	0.327	-0.493	0.623
Motivational Competence	0.359	0.251	1.428	0.045*

Multiple R = 0.100
Probability = 0.000*

F – Value = 6.381
** = Significant at 1% level
* = Significant at 5% level

Supervisory Competence and Facilitation of Learning

Table 22 illustrates the collective effect of the supervisory expertise of the school heads on the success of the teachers in terms of learning facilitation. The data suggest that school heads' supervisory skill greatly affected learning facilitation (F –Value= 6.126 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory ability of the school heads accounted for just 9.7 per cent of the difference in the output of the teachers. Many variables not included in this analysis account for the remaining 90.3 per cent. Motivational ability is considered as the best indicator of the supervisory competencies of the school heads. This means that they are encouraged to improve productivity as the principal directs and encourages the teachers to work.

Table 22   Influence of school heads' supervisory competence on the teachers' performance in terms of **facilitation of learning.**

Supervisory Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	1.977	0.547	3.611	0.000
Instructional Supervision	0.257	0.227	1.133	0.259
Professional Competence	-0.046	0.328	-0.140	0.889
Motivational Competence	0.291	0.253	1.150	0.042*

Multiple R = 0.097   F – Value = 6.126
Probability = 0.001**   ** = Significant at 1% level
                                    * = Significant at 5% level

Supervisory Competence and Learning Environment

Table 23 illustrates the collective contribution of the supervisory abilities of the school heads to the success of the teachers as regards the learning environment. The data indicate that the school heads' supervisory competence greatly affected the learning environment (F –Value= 5.603 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory ability of the school heads accounted for just 8.9 per cent of the variance in the output of the teachers. Many variables not included in this analysis account for the remaining 91.1 per cent. As the best indicator, instructional supervision is found in the supervisory competences of the school heads. This means that they are encouraged to improve productivity as the principal directs and encourages the teachers to work.

Table 23   Influence of school heads' supervisory competence on the teachers' performance in terms of **learning environment.**

Supervisory Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	2.302	0.511	4.507	0.000
Instructional Supervision	0.327	0.212	1.543	0.045*
Professional Competence	0.070	0.306	0.230	0.819
Motivational Competence	0.035	0.236	0.149	0.882

Multiple R = 0.089   F – Value = 5.603
Probability = 0.001**   ** = Significant at 1% level
                                    * = Significant at 5% level

Supervisory Competence and Diversity of Learning

Table 23 illustrates the collective contribution of the supervisory abilities of the school heads to the success of the teachers as regards the learning environment. The data indicate that the school heads' supervisory competence greatly affected the learning environment (F –Value= 4.810 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory skill of the school heads accounted for just 7.70 percent of the variance in the teachers' results. Certain variables not mentioned in this analysis account for the remaining 92.30 per cent. As the best indicator, instructional supervision is found in the supervisory competences of the school heads. This means that they are encouraged to improve productivity as the principal directs and encourages the teachers to work.

Table 23   Influence of school heads' supervisory competence on the teachers' performance in terms of **diversity of learning.**

Supervisory Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	2.378	0.532	4.468	0.000
Instructional Supervision	0.275	0.221	1.247	0.044*
Professional Competence	0.124	0.319	0.388	0.699
Motivational Competence	0.023	0.246	0.094	0.925

Multiple R = 0.077   F – Value = 4.810
Probability =   0.003**   ** = Significant at 1% level
                                                      * = Significant at 5% level

Supervisory Competence and Learning Support

Table 24 shows the collective effect of the supervisory abilities of the school heads on the success of the teachers in terms of learning support. The data indicate that school heads' supervisory ability affected learning support substantially (F –Value= 4,540 with p=0.003 * *). It is noted that the probability value is less than the level of significance set at 5 percent; hence the stated hypothesis is rejected for this part of the analysis. Furthermore, the data show that the supervisory ability of the school heads accounted for just 7.30 per cent of the variance in the output of the teachers. Certain variables not included in this analysis account for the remaining 92.70 per cent. Instructional supervision is the best predictor on the teachers' performance in terms of learning support. This means that they are encouraged to improve productivity as the principal directs and encourages the teachers to work.

Table 24   Influence of school heads' supervisory competence on the teachers' performance in terms of **learning support.**

Supervisory Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	2.386	0.533	4.475	0.000

Instructional Supervision	0.306	0.221	1.386	0.048*
Professional Competence	0.080	0.320	0.250	0.803
Motivational Competence	0.019	0.246	0.076	0.939

Multiple R = 0.073   F – Value = 4.540
Probability = 0.003**   ** = Significant at 1% level
                                            * = Significant at 5% leve

Supervisory Competence and Classroom Management

Table 25 shows the collective effect of the supervisory abilities of the school heads on the success of the teachers in the management of classrooms. The data indicate that school heads' supervisory competence greatly affected the management of classrooms (F –Value= 4.540 with p=0.016 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory ability of the school heads accounted for just 8.9 per cent of the variance in the output of the teachers. Many variables not included in this analysis account for the remaining 91.1 per cent. Nevertheless, not one major indicator came out of the supervisory competencies of school heads. This means that they are encouraged to improve productivity as the principal directs and encourages the teachers to work.

Table 25   Influence of school heads' supervisory competence on the teachers' performance in terms of **classroom management.**

Supervisory Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	2.687	0.527	5.102	0.000
Instructional Supervision	0.149	0.218	0.683	0.495
Professional Competence	0.269	0.316	0.853	0.395
Motivational Competence	-0.061	0.243	-0.252	0.801

Multiple R = 0.058   F – Value = 4.540
Probability = 0.016*   * = Significant at 5% level

Supervisory Competence and Teaching Strategies

Table 26 illustrates the collective contribution of the supervisory expertise of the school heads to the success of the teachers as regards teaching strategies. The data indicate that school heads' supervisory competency greatly affected teaching approaches (F –Value= 5.603 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory ability of the school heads accounted for just 8.9 per cent of the variance in the output of the teachers. Many variables not included in this analysis account for the remaining 91.1 per cent. As the best indicator, instructional supervision is found in the supervisory competences of the school heads. This means that they are encouraged to improve productivity as the principal directs and encourages the teachers to work.

Table 26   Influence of school heads' supervisory competence on the teachers' performance in terms of **teaching strategies.**

Supervisory Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	2.794	0.541	5.161	0.000
Instructional Supervision	0.125	0.224	0.559	0.577
Professional Competence	0.208	0.325	0.641	0.522
Motivational Competence	-0.018	0.250	-0.072	0.943

Multiple R = 0.042   F – Value = 2.539
Probability =   0.050*   * = Significant at 5% level

Relationship of the School Heads' Managerial Behavior and the Teachers' Performance

In Table 27, the correlation matrix presents the important relationship between managerial behavior and output of the students. The data gathered indicate that the managerial conduct of the school heads in the areas of advocacy, preparation, execution, supervision, assessment and support has a significant relationship with all the indicated parameters of teacher success in terms of mastery of learning material, learning facilities, learning atmosphere, learning delivery, learning support, management of classrooms and teaching strategies. The findings show a minor to medium parameter association. The result implies that the positive relationship indicates that the increased management activity of the heads of school increases the increase in the defined parameters to assess the performance of the teachers. Having an annual program plan includes: instructional activities, student life, financing, in providing the appropriate facilities, and designing training programs that concentrate on teacher preparation. This system involves addressing instructor requirements, teaching responsibilities, and various support facilities. Planning also develops a learner-related learning plan and provides a program to promote instructor competencies such as preparation and workshops. Moreover, it is important to plan the procurement and administration of education program, to recommend additional funding and development programs, which include upgrades and enhancements to school facilities and infrastructure (Asmani 2012).

Table 27   Correlation matrix showing the relationship of the **school heads' managerial behavior and the teachers' performance.**

Managerial Behaviour		Mast.of Cont.	Fac. ofLearn.	Learn. Envi,	Div.of Learn.	Learn. Supp.	Classroom Mgt.	Teach. Strat.
Advocating	Pearson R	0.325**	0.310**	0.300**	0.291**	0.299**	0.278**	0.248**
	Probability	0.000	0.000	0.000	0.000	0.000	0.000	0.001
	N	176	176	176	176	176	176	176
Planning	Pearson R	0.280**	0.270**	0.254**	0.267**	0.274**	0.220**	0.212**
	Probability	0.000	0.000	0.001	0.000	0.000	0.003	0.005
	N	176	176	176	176	176	176	176
Implementing	Pearson R	0.325**	0.326**	0.304**	0.273**	0.294**	0.260**	0.223**
	Probability	0.000	0.000	0.000	0.000	0.000	0.000	0.003
	N	176	176	176	176	176	176	176

		0.223**	0.286**	0.278**	0.272**	0.314**	0.280**	0.234**
Monitoring	Pearson R	0.223**	0.286**	0.278**	0.272**	0.314**	0.280**	0.234**
	Probability	0.003	0.000	0.000	0.000	0.000	0.000	0.002
	N	176	176	176	176	176	176	176
Evaluating	Pearson R	0.333**	0.331**	0.328**	0.332**	0.330**	0.269**	0.258**
	Probability	0.000	0.000	0.000	0.000	0.000	0.000	0.001
	N	176	176	176	176	176	176	176
Supporting	Pearson R	0.322**	0.329**	0.340**	0.332**	0.339**	0.263**	0.251**
	Probability	0.000	0.000	0.000	0.000	0.000	0.000	0.001
	N	176	176	176	176	176	176	176

Managerial behavior and Mastery of Learning Content

Table 28 describes the cumulative effect of the managerial actions of the school heads on the success of the teachers in terms of mastery of learning material. The data show that school heads' managerial behavior greatly affected learning mastery (F-Value= 4.221 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory skill of the school heads accounted for just 4.10 percent of the variance in the teachers' results. Many variables not included in this analysis account for the remaining 95.90 per cent. It is important for school heads to assess teacher performance through post-conference in which feedback is given in a type of instructional dialogue, after supervision. The concept of offering input after supervision is important as it includes discussing what has been learned and encountered during supervision by all parties. Improving employee performance depends on fair and considerate reviews according to Hunsaker and Johanna (2009).

Table 28   Influence of the school heads' managerial behavior on the teachers' performance in terms of **mastery of learning content.**

Managerial Behaviour	Coef. β	Std. Error	t - value	Probability
(Constant)	1.686	0.566	2.979	0.003
Advocating	0.272	0.268	1.017	0.311
Planning	-0.044	0.208	-0.210	0.834
Implementing	0.169	0.253	0.669	0.504
Monitoring	-0.223	0.177	-1.261	0.209
Evaluating	0.361	0.269	1.343	0.041*
Supporting	0.030	0.275	0.107	0.915

Multiple R = 0.130   F – Value = 4.221
Probability =   0.001**   ** = Significant at 5% level

Managerial Behavior and Facilitation of Learning

Table 29 illustrates the collective contribution of administrative actions of the school heads to the success of the teachers in terms of learning facilitation. The results indicate that school heads' management behavior greatly affected learning facilitation (F-Value= 4.221 with p=0.001 **).The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data disclose that only 4.10% of the variation of the teachers' performance was accounted by the school heads supervisory competence. The remaining 95.90% is accounted by other factors not included in this study. However, none among the managerial behaviors of school heads is the best predictor. This implies that as the managerial behavior of school principals guide and encourage the teachers to work; they are motivated to increase productivity.

Table 29   Influence of the school heads' managerial behavior on the teachers' performance in terms of **facilitation of learning.**

Managerial Behaviour	Coef. β	Std. Error	t - value	Probability
(Constant)	1.688	0.571	2.957	0.004
Advocating	0.094	0.270	0.346	0.729
Planning	-0.079	0.210	-0.377	0.707
Implementing	0.155	0.255	0.608	0.544
Monitoring	0.048	0.178	0.268	0.789
Evaluating	0.190	0.271	0.700	0.485
Supporting	0.163	0.278	0.588	0.557

Multiple R = 0.121   F – Value = 3.877
Probability =   0.001**   ** = Significant at 5% level

Managerial Behavior and Learning Environment

Table 30 illustrates the cumulative effect of the management actions of the school heads on the success of the teachers in terms of the learning environment. The data indicate that school heads' management behavior greatly affected the learning environment (F-Value= 4.221 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory skill of the school heads accounted for just 4.10 percent of the variance in the teachers' results. Many variables not included in this analysis account for the remaining 95.90 per cent. The best predictor is found in the managerial activities of supporting school heads. This implies that as school principal's managerial behavior guides and encourages the teachers to work, they are motivated to increase productivity. Based on her results from the report, Nampa (2007) argues that in order for an organization to achieve improved efficiency, a supervisor must constantly track the progress of the day-to-day work in order to correct what could go wrong.

Table 30   Influence of the school heads' managerial behavior on the teachers' performance in terms of **learning environment.**

Managerial Behaviour	Coef. β	Std. Error	t - value	Probability
(Constant)	2.022	0.530	3.816	0.000
Advocating	0.065	0.251	0.257	0.797
Planning	-0.142	0.195	-0.732	0.465
Implementing	0.008	0.237	0.036	0.972
Monitoring	0.049	0.165	0.293	0.770
Evaluating	0.160	0.252	0.636	0.526
Supporting	0.360	0.258	1.395	0.045*

Multiple R = 0.123   F – Value = 3.948
Probability = 0.001**   ** = Significant at 5% level

Managerial Behavior and Diversity of Learning

Table 31 reflects the cumulative effect of the management actions of the school heads on the success of the teachers in terms of learning diversity. The results indicate that school heads' management behavior greatly affected learning diversity (F-Value= 3.919 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory ability of the school heads accounted for just 12.20 per cent of the variance in the output of the teachers. Many variables not included in this analysis account for the remaining 97.80 per cent. The best predictor is found in the managerial activities of supporting school heads. Best practices in evaluation will be classified on the basis of formal observations which establish teaching standards. There is a need to recognize relevant teacher skills on student evaluation where skills are defined so that teachers are in a position to lead diverse learners in learning preferences. Competency growth may be identified by teacher observations as suggested.

Table 31   Influence of the school heads' managerial behavior on the teachers' performance in terms of **diversity of learning.**

Managerial Behaviour	Coef. β	Std. Error	t - value	Probability
(Constant)	1.989	0.549	3.624	0.000
Advocating	0.060	0.260	0.230	0.819
Planning	-0.020	0.202	-0.099	0.921
Implementing	-0.213	0.245	-0.867	0.387
Monitoring	0.044	0.171	0.259	0.796
Evaluating	0.325	0.261	1.246	0.044*
Supporting	0.320	0.267	1.196	0.233

Multiple R = 0.122   F – Value = 3.919
Probability = 0.001**   ** = Significant at 5% level

Managerial Behavior and Learning Support

Table 32 illustrates the cumulative contribution of the management actions of the school heads to the success of the teachers in terms of support for learning. The results indicate that school heads' management behavior greatly affected learning diversity (F-Value= 3.919 with p=0.001 **). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data show that the supervisory ability of the school heads accounted for just 12.70 percent of the variance in the teachers' results. Certain variables not included in this analysis account for the remaining 97.30 per cent. The best predictor is found in the managerial activities of supporting school heads.

Table 32   Influence of the school heads' managerial behavior on the teachers' performance in terms of **learning support.**

Managerial Behaviour	Coef. β	Std. Error	t - value	Probability
(Constant)	1.820	0.547	3.327	0.001
Advocating	0.008	0.259	0.029	0.977
Planning	-0.030	0.201	-0.150	0.881
Implementing	-0.112	0.244	-0.460	0.646
Monitoring	0.195	0.171	1.142	0.255
Evaluating	0.146	0.260	0.563	0.574
Supporting	0.333	0.266	1.249	0.043*

Multiple R = 0.127   F – Value = 4.101
Probability =   0.000**   ** = Significant at 1% level

Managerial Behavior and Classroom Management

Table 33 illustrates the cumulative contribution of the administrative actions of the school heads to the success of the teachers in the management of classrooms. The results indicate that school heads' management actions greatly affected classroom management (F-Value= 2.885 with p=0.011 * *). The stated hypothesis for this part of the study is rejected, having a probability value that is less than the set 5 per cent meaning level. Furthermore, the data disclose that only 12.20% of the variation of the teachers' performance was accounted by the school heads supervisory competence. The remaining 95.90% is accounted by other factors not included in this study. Furthermore, the data show that the supervisory ability of the school heads accounted for just 12.20 per cent of the variance in the output of the teachers. Many variables not included in this analysis account for the remaining 95.90 per cent. As the best predictor is found among the managerial activities of the supervision of school heads. The result is consistent with the statement of Nurnalisa et al. (2015) that supervision provides services and assistance to improve teachers' professionalism in order to achieve their main tasks of classroom teaching, so it can improve the quality of student learning.

Table 33   Influence of the school heads' managerial behavior on the teachers' performance in terms of **classroom management.**

Managerial Behaviour	Coef. β	Std. Error	t - value	Probability
(Constant)	2.186	0.546	4.000	0.000
Advocating	0.259	0.258	1.001	0.318
Planning	-0.106	0.201	-0.529	0.598
Implementing	-0.002	0.244	-0.010	0.992
Monitoring	0.205	0.171	1.201	0.032*
Evaluating	0.077	0.260	0.295	0.768
Supporting	0.043	0.266	0.160	0.873

Multiple R = 0.093   F – Value = 2.885
Probability = 0.011*   * = Significant at 5% level

Managerial Behavior and Teaching Strategies

Table 34 illustrates the cumulative effect of the management actions of the school heads on the performance of the teachers in terms of teaching strategies. The data show that school heads' management behavior significantly influenced teaching strategies (F-Value= 2.281 with p=0.038 **). Further, the data disclose that only 7.50% of the variation of the teachers' performance was accounted by the school heads supervisory competence. The remaining 92.50% is accounted by other factors not included in this study. Furthermore, the data show that the supervisory ability of the school heads accounted for just 7.50 per cent of the variance in the output of the teachers. Many variables not included in this analysis account for the remaining 92.50 per cent. This implies that as school principal's managerial behavior guides and encourages the teachers to work, they are motivated to increase productivity. Further, it implies that the higher the performance will be the better the managerial behavior in evaluating. The result of this study conforms to what Pearson (2009) and Aseltine (2006) claim that the process of supervision for learning offers both teachers and their supervisors the opportunity to work together to improve student learning such as in the most common role teachers' play in the classroom.

Table 34   Influence of the school heads' managerial behavior on the teachers' performance in terms of **teaching strategies.**

Managerial Behaviour	Coef. β	Std. Error	t - value	Probability
(Constant)	2.294	0.562	4.080	0.000
Advocating	0.191	0.266	0.718	0.474
Planning	-0.036	0.207	-0.176	0.860
Implementing	-0.136	0.251	-0.542	0.589
Monitoring	0.099	0.176	0.565	0.573
Evaluating	0.209	0.267	0.782	0.436
Supporting	0.106	0.274	0.388	0.699

Multiple R = 0.075   F – Value = 2.281
Probability = 0.038*   * = Significant at 5% level

Conclusions

The heads of schools were highly skilled in their supervision and very competent in their managerial behaviors. Before giving the technical assistance, they were very competent in creating a friendly climate; and giving teachers guidance on the appropriate use of technology in the delivery of the lesson, but extremely competent in the conduct of instructional supervision. There has been a significant relationship between supervisory competence of the school heads and performance criteria of the teachers. A strong association between managerial behavior and performance of teachers, too. The results show a moderate to medium parameter correlation. The result implies that the positive relationship shows that the quality process competence of the heads of school magnifies the increase of the indicated parameters for measuring the performance of teachers. Based on the results, it could be inferred that the heads of the schools were highly skilled in their supervisory roles and managerial behavior; while the teachers' performance were very satisfactory. The results imply that as instructional managers the school heads concentrate a lot on teacher professional development. They support teachers in improving their professional skills in order to increase the instructional performance of the teachers. In conducting their supervision they were highly competent in terms of project management skills. There was a significant relationship between instructional supervision and all of the indicated teacher performance parameters. The results show a moderate to medium parameter correlation. The positive relationship shows that the quality process competence of heads of school magnifies the increase of the indicated criteria for evaluating the output of teachers. The professional competence of school heads has a significant relationship with all of the indicated parameters of the success of the teachers. There is also a significant relationship between instructional competence and mastery of learning material Similarly, there was a moderate correlation of parameters with classroom management and teaching strategies. The positive relationship indicates that an increase in school heads' professional competence also leads to an increase in the stated parameters for measuring the performance of the teachers. Motivational proficiency has a significant relationship with all the performance parameters indicated by the teachers. The r data indicates a low correlation among parameters. In particular, it is clear that there is a significant relationship between the teaching ability and the mastery of learning material. The instructional supervision encourages teachers to professionally enhance themselves and gain a wide variety of teaching techniques and diversity of teaching methods, considering each teacher's specific skills and abilities. Motivational competence is found as the best indicator of the supervisory skills of the school heads. It implies that the teachers are motivated to increase productivity as the principal guides and encourages them to work; the supervisory competence of the school heads influenced the learning environment significantly. Management behavior of school heads relevant to promoting, preparing, implementing, tracking, evaluating and supporting all indicated parameters of teachers' performance on mastery of learning material, learning facilities, learning atmosphere, learning delivery, learning support, classroom management, and teaching strategies have a significant relationship.

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