# Supervisory Competence and Managerial Behavior of Public Elementary School Heads in Kapalong West District

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**Abstract: Imagine a school running like a well-oiled machine, where teachers feel supported and students thrive. This study pulls back the curtain on what makes that possible: the principal's leadership. Our research focused on the elementary school heads in Kapalong West District, Davao del Norte, to measure just how effective their supervisory skills and management styles truly are. We discovered that these leaders possess a "very high" level of supervisory competence and exhibit "very extensive" managerial behavior. More critically, we confirmed a strong, positive relationship between these two factors. In simple terms: the better a principal is at guiding and mentoring their teachers (supervision), the better they are at managing the entire school operation (management). This story shows why investing in instructional, professional, and motivational leadership is the key to unlocking better educational outcomes for every learner.**

## I.    INTRODUCTION

School heads are not just administrators; they are the chief architects of the learning environment. Their role demands a delicate balance: they must be educational guides who nurture teaching quality (Supervisory Competence) and also efficient managers who keep the entire institution running smoothly (Managerial Behavior). Supervisory competence involves the ability to coach teachers, monitor classroom practices, and give constructive feedback to boost student learning. Managerial behavior, on the other hand, deals with the nuts and bolts: resource allocation, budgeting, and building a cooperative school culture.

Despite the critical nature of their job, many school leaders operate in a high-pressure environment fraught with challenges. These leaders often face hurdles such as a lack of up-to-date training in supervisory methods, difficulty in inspiring staff amidst heavy workloads, and coping with limited resources. When management practices are inconsistent, communication falters, or support is lacking, the ability of school heads to lead effectively is severely compromised. These issues cascade, impacting teacher performance, staff morale, and ultimately, the quality of education delivered to children. This study was launched to systematically investigate these

issues and provide data-driven solutions to empower these essential leaders.

## II.    METHODOLOGY

### ➢ *The Setting and Participants*

To understand the reality on the ground, we chose to focus our investigation on the Public Elementary School Heads in Kapalong West District, Division of Davao del Norte. This distinct community provided a clear, relevant population for studying the intersection of leadership skills and administrative action in a public school setting.

### ➢ *The Research Approach*

To gather robust data, we employed a descriptive-correlational research design. This approach allowed us not only to describe the current state of competence and behavior (descriptive) but also to determine if a meaningful link existed between them (correlational). We utilized a validated survey questionnaire designed to measure two key variables:

- *Supervisory Competence:*
Assessing the school heads' ability to guide, mentor, and monitor instructional practices.

- *Managerial Behavior:*
  Measuring their effectiveness in administrative tasks like resource management, budgeting, and maintaining a positive school climate.

The data gathered were analyzed using statistical tools to calculate means, standard deviations, and correlation coefficients, ensuring that our final conclusions were grounded in empirical evidence.

## III. RESULTS AND DISCUSSION

The results of this study painted an encouraging picture of leadership within the district, but also highlighted key areas of influence:

➢ *Finding 1: Leaders are Highly Competent and Effective Managers*
The assessment revealed that the school heads' Supervisory Competence was rated as "very high". This means, on average, they excel at guiding their teachers and ensuring that quality instruction is delivered. Similarly, their Managerial Behavior was categorized as "very extensive," indicating a high level of performance in administrative duties, resource management, and fostering a collaborative environment.

➢ *Finding 2: Competence Drives Behavior*
The most significant finding was the discovery of a strong positive relationship between supervisory competence and managerial behavior. This correlation is highly impactful: when a school head improves their ability to supervise and mentor, their overall administrative and managerial effectiveness also increases substantially. The skills are interconnected—the same capacity for organization and communication used to coach a teacher is applied to managing a budget or a project.

➢ *Finding 3: The Three Pillars of Influence*
Further analysis pinpointed specific dimensions of competence that exerted the strongest influence on managerial success:

- *Instructional Competence:*
  Their ability to lead curriculum implementation and improve teaching practices.

- *Professional Competence:*
  Their dedication to ethical practice and self-improvement.

- *Motivational Competence:*
  Their skill in inspiring, encouraging, and building morale among the teaching staff.

These three areas represent the core levers for development—by strengthening these skills, leaders can expect a significant positive return on their managerial performance.

➢ *Interpretation: The Blueprint for Better Schools*
The findings are a powerful endorsement of the current leadership in Kapalong West District, but they are also a blueprint for continuous improvement. The strong link between supervision and management confirms that effective leadership is a unified skill set, not two separate jobs. To create a well-managed school, one must first be an excellent instructional leader. The data shows that the skills school heads use to coach teachers—like clear communication, critical analysis, and motivational guidance—are precisely the skills needed to successfully manage the institution.

➢ *Actionable Steps for the Future*
Based on these robust conclusions, we offer concrete steps for all stakeholders:

➢ *For School Heads (The Leaders):*

- Embrace Continuous Training:
  School heads must actively seek out continuous leadership training, attend mentoring programs, and participate in best practice sharing. This should focus particularly on strengthening Instructional, Professional, and Motivational leadership.

- Invest in Soft Skills:
  Actively develop mentoring skills to guide teachers more effectively, moving beyond mere inspection to truly supportive coaching.

➢ *For Teachers (The Collaborators):*

- *Active Engagement:*
  Teachers are encouraged to actively collaborate with their school administrators, provide constructive feedback on supervisory practices, and seek out professional development opportunities. This two-way street improves the entire system.

➢ *For Learners (The Beneficiaries):*
The ultimate goal is to improve academic support. When school heads and teachers align their efforts to foster a positive, well-managed learning environment, learners will inevitably benefit from a higher quality of education.

For the Department of Education (The Support System):

- *Policy and Resources:*
  The Department of Education should implement policies that specifically support leadership development, ensure resources are allocated for targeted training programs, and create monitoring systems to track the effectiveness of supervisory practices across schools.

➢ *For Future Researchers (The Next Generation of Inquiry):*
Future studies should explore innovative leadership strategies, assess the direct, long-term impact of improved managerial behavior on tangible school performance metrics, and continue to identify best practices that contribute to effective educational leadership nationwide.

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