
School Head's Instructional Supervision Competence, Classroom Management of Teachers and Learners' Behavior in Kananga III District

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ABSTRACT

Instructional supervision is a process aimed at improving teaching practices through guidance, support and feedback. The main goal is to enhance the quality of education by fostering professional growth among teachers and improving learners learning outcomes. To achieve this goal, school heads must possess the instructional supervision competence to effectively conduct classroom monitoring and supervision on teaching and learning. Further, teachers must also be equipped with the necessary classroom management strategies to develop positive behavior of learners. Hence, this study was formulated to determine the relationship of instructional supervision competence of school heads, classroom management strategies of teachers and behavior of learners. A descriptive-correlational research design was employed utilizing varied survey questionnaire to measure the variables of the study. There are 25 teachers, 2 school heads and 100 selected learners enrolled in San Ignacio and Montebello Elementary Schools of Kananga III District, Leyte Division. Evaluating the data gathered using the simple percentage and weighted mean, the study revealed a very high level of instructional supervision competence of school heads, classroom management strategies of teachers in terms of motivation in the classroom, physical aspects of the classroom, teacher-learner interaction, classroom rules and regulations and feedback on learners' work and likewise a very high extent of behavior of learners in the classroom during instructional supervision were received. Employing the Pearson r tool, it was revealed a strong significant relationship between instructional competence and learners' behavior, while moderately significant relationship was revealed between the classroom management strategies of teachers and learners' behavior. Finally, a very strong significant relationship was attained between the instructional supervision competence of school heads and classroom management strategies of teachers utilized during the monitoring and supervision conducted. Thus, regular conduct of instructional supervision to teachers motivates them in providing effective classroom management strategies in teaching which helps in developing a very high extent of learners' behavior which leads in achieving positive learning outcomes.

Keywords — *School Head, Instructional Supervision Competence, Classroom Management, Teachers, Learners' Behavior*

I. INTRODUCTION

Instructional supervision is one of the most important elements in the roles and responsibilities of school heads. It guides and directs teachers in achieving educational goals through the appropriate teaching and learning strategies, methods and approaches. School heads must possess the required instructional competencies so that they can provide the appropriate feedback to the teachers based on the result of the observation. From here, teachers will be able to adjust themselves and make some necessary improvement to teach better.

On the other hand, creating a classroom conducive to teaching and learning is one of the roles and responsibilities of classroom teachers in every school to achieve positive learning outcomes. Every teacher tries to make a successful

classroom management and it is comprised of teacher actions and instructional approaches that permit and support active engagement in both academic and social growth of the learners.

Teachers being essential to the development of a country must possess qualities which will make the classroom environment motivating and stimulating. Hence, the school will be producing holistic learners who are steeped in values, equipped with 21st century skills, and capable of driving the nation to development and progress with these kind of teachers that the school have. They play a crucial role in carrying out the educational system's mission and vision and the task of achieving educational goals. In a continually changing landscape, teachers endure by adapting, improving, and overcoming challenges, all to encourage and inspire future generations (McGraw Hill, 2018). One of the most difficult tasks for teachers is to manage pupils' behavior. Thus, inefficient classroom management prevents effective teaching and learning from occurring.

Teachers are the most essential persons for the teaching and learning processes to take place in schools. Competent teachers are necessary for the implementation of any curriculum to be successful. According to the Department of Education, teacher's competencies are a big factor in the academic achievement of the pupils. Teaching competencies are the skills and knowledge that enable a teacher to be successful. To maximize pupil learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (as cited in Tasan, 2021). In order to impart knowledge and skills to pupils, a competent teacher should possess the abilities and skills (such as communication and interpersonal skills, organization and planning, facilitation and engagement, and flexibility and adaptability) to effectively manage classroom instruction, maintain its conducive to learning environment as a proactive classroom that prevent disruptive behavior and ensures that rules and procedures are being taught, followed and reinforced in making pupils into new, knowledgeable individuals.

Teachers vary in how they manage their classrooms (Dela Fuente, 2021), and school heads instructional competence is also shown to provide the appropriate technical assistance to the teachers for the improvement of the performance of the learners. It was observed that a conducive classroom environment coupled with effective instructional competence of school heads will result in a successful teaching-learning delivery of teachers and positive learning outcomes is attained. Hence, this study was formulated to determine the significant relationship between the level of instructional competence of school heads, classroom management of teachers and performance of learners. The findings of the study were the basis for the proposed instructional supervision plan.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that would benefit himself, the school he is currently teaching and that of his Graduate Program he is enrolled at.

This study determines the significant relationship between the level of instructional supervision competence of school heads, classroom management strategies of teachers and learners' behavior in Kananga III District, Leyte Division. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the level of instructional supervision competence of school heads?
2. What is the extent of classroom management strategies of teachers to enhance continuous learning in terms of the following:
 - 2.1 Motivation in classroom
 - 2.2 Physical aspects of the classroom
 - 2.3 Teacher-learner interaction
 - 2.4 Classroom rules and regulations, and

2.5 Feedback on learners' work?

3. What is the extent of behavior of the learners in the classroom during instructional supervision?
4. Is there a significant relationship between the level of instructional competence of school heads and learners' behavior in the classroom?
5. Is there a significant relationship between the extent of classroom management of teachers and learners' behavior in the classroom?
6. Is there a significant relationship between the level of instructional competence of school heads and the extent of classroom management of teachers?
7. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study adopted a descriptive-correlational research design to explore the relationship between the level of instructional supervision competence of school heads, classroom management strategies of teachers and learners' behavior. San Ignacio Elementary School and Montebello Elementary School are the locale of the study. Twenty-five (25) teachers, two school heads and 100 learners were involved in the study. The instruments used in this study were surveys used by Kadri, Mansor & Mohammed (2022) in their study on Measuring the Level of Leadership Competencies of Principals, Teachers and 21st Century Teacher Learning and Facilitating Practices to determine the level of instructional supervision competence of school heads. This survey was rated by the teachers to determine the instructional supervision competence of school heads. Further, to measure the classroom management strategies of teacher to enhance continuous learning in terms of motivation in classroom, physical aspects of the classroom, teacher-learner interaction, classroom rules and regulations, and feedback on learners' work, the researcher used the survey questionnaire of Chalak & Fallah (2019) in their study Effect of Classroom Management Strategies on Students' Achievement at Undergraduate Level. The school heads rated the teachers using this survey. Finally, to measure the learners' behavior in the classroom, the researcher utilizes the survey used by Plesan (2021) in her study on the Method of Observing the Learners' Behavior in the Educational Environment. The behavior of the students was rated by the teacher who is undergoing instructional supervision by the school head.

Sampling. The respondents of this study were twenty-five (25) teachers, 2 school heads and 100 selected learners enrolled in the said locale for School Year 2024-2025. Complete enumeration was employed in choosing the school head and teacher respondents, but purposive sampling was used to identify the pupil-respondents.

Research Procedure. After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the Schools Division Superintendent for permission to proceed with data collection from identified respondents. Following approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed, and the researcher guided the respondents in completing them. After the survey phase, data were collected, tallied, and submitted for statistical analysis.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the utilization of the survey questionnaire used in the study, it was observed and made sure that the use of offensive, discriminatory, or other unacceptable language were avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the teacher and school head respondents and with the parents of the learner-respondents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The

researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean evaluated the level of instructional competence of school heads, extent of classroom management strategies of teachers and learners' behavior. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

Table 1
Level of Instructional Supervision Competence of School Heads

	Instructional Supervision Competence of School Heads	Weighted Mean	Description	Interpretation
1	Conducts meeting in planning for the instructional supervision conducted.	5.0	Strongly Agree	Very High
2	Uses the result of the assessment in planning for the instructional supervision to be conducted to the teachers.	5.0	Strongly Agree	Very High
3	Checks the lesson plan of the teachers and automatically provide feedback for the improvement of the plan.	5.0	Strongly Agree	Very High
4	Conducts routinely instructional supervision to teachers.	5.0	Strongly Agree	Very High
5	Provides constructive criticism after the instructional supervision conducted.	5.0	Strongly Agree	Very High
6	Gives comments and recommendations during instructional supervision conducted.	5.0	Strongly Agree	Very High
7	Monitors the attendance of teachers and learners.	5.0	Strongly Agree	Very High
8	Provides materials for the construction and printing of learning resources.	5.0	Strongly Agree	Very High
9	Conducts observations of class activities.	5.0	Strongly Agree	Very High
10	Reviews learners' work products when evaluating classroom instructions.	5.0	Strongly Agree	Very High
11	Points out specific strengths in teachers' instructional practices in post observation feedback (e.g. in conferences or written evaluations).	5.0	Strongly Agree	Very High
12	Leads teachers to recognize specific weaknesses during post-observation.	5.0	Strongly Agree	Very High
13	Meets teachers individually to discuss learners' academic progress.	5.0	Strongly Agree	Very High

14	Discusses the item analysis of tests with the teacher/group of teachers to identify both curricular/instructional strengths and weaknesses.	5.0	Strongly Agree	Very High
15	Checks the class records and other data of the learners to monitor progress.	5.0	Strongly Agree	Very High
16	Takes time to talk with learners and/or teachers during recess and breaks.	5.0	Strongly Agree	Very High
17	Attends and/or participates in extra and co-curricular activities of the department.	5.0	Strongly Agree	Very High
18	Substitutes classes if the teacher is absent or late.	4.50	Strongly Agree	Very High
19	Assists teachers who need help for better classroom management.	5.0	Strongly Agree	Very High
20	Makes rounds during classes.	5.0	Strongly Agree	Very High
	AVERAGE	4.98	Strongly Agree	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 1 evaluates the level of instructional competence of school heads, using weighted mean scores to assess various statements. The statement "School Heads substitute classes if the teacher is absent or late" received a weighted mean of 4.50 which is different from all other statements which received a weighted mean of 5.0 which means strongly agree. The level of instructional competence of school heads received a weighted mean of 4.98 which falls into a "Very High" category indicating a strong level of instructional supervision competence of school heads. The results imply that all the school head respondents are effective in conducting instructional supervision to teachers. They possess the necessary competence in guiding and supporting teachers achieve their instructional goals for the class.

Table 2
Extent of Classroom Management Strategies of Teachers

A.	Motivation in the Classroom	Weighted Mean	Description	Interpretation
1	My teachers motivate learners in the class for learning	5.00	Strongly Agree	Very High
2	My teachers have friendly and approachable behavior in classroom for learners' better learning.	5.00	Strongly Agree	Very High
3	My teacher gives the amount of work to the learners that do not demotivate them.	5.00	Strongly Agree	Very High

4	My teachers manage class in the way which creates encouraging environment in the classroom for productive learning.	5.00	Strongly Agree	Very High
5	My teachers equipped classroom well that motivate learners to learn.	5.00	Strongly Agree	Very High
B. Physical Aspect of the Classroom				
6	My teachers try to make classroom physical environment conducive for learning.	5.00	Strongly Agree	Very High
7	My teachers keep classroom effective physical appearance.	5.00	Strongly Agree	Very High
8	My teachers make proper seating arrangement in classroom for effective learning.	5.00	Strongly Agree	Very High
9	My teachers make sure that white/black board is visible to all learners in the classroom.	5.00	Strongly Agree	Very High
10	My teacher keeps notice of appropriate lightening in the class	5.00	Strongly Agree	Very High
11	My teachers use A.V aids in classroom to facilitate learners' learning	5.00	Strongly Agree	Very High
12	My teachers change classroom sitting arrangement for group working	5.00	Strongly Agree	Very High
C Teacher-Learner Interaction				
13	My teachers encourage equal participation of all learners in classroom	5.00	Strongly Agree	Very High
14	My teacher uses understandable language in the class which positively influences the academic achievement of the learners.	5.00	Strongly Agree	Very High
15	My teachers relate the topic with real life through different examples.	5.00	Strongly Agree	Very High
16	My teachers engage student about topics related to issues in active discussion.	5.00	Strongly Agree	Very High
17	My teachers use teaching approaches that encourage interaction among learners.	5.00	Strongly Agree	Very High
18	My teachers give learners opportunities to ask questions in the classroom.	5.00	Strongly Agree	Very High
19	My teachers closely monitor class off task behavior during the class.	5.00	Strongly Agree	Very High
20	My teachers firmly redirect learners back to the topic when they get off task.	5.00	Strongly Agree	Very High
D. Classroom Rules and Regulations				
21	My teachers lead disciplined and organized class that enhances student learning positively	5.00	Strongly Agree	Very High
22	My teachers try to eliminate gender bias amongst the learners that lead to a positive change in the attitude of the learners towards studies	5.00	Strongly Agree	Very High
23	My teachers define the class rules and regulations meaningfully	5.00	Strongly Agree	Very High
24	My teachers answer learners' questions for promoting positive interaction in the classroom.	5.00	Strongly Agree	Very High
25	My teachers do not tolerate indiscipline behavior from learners in class.	5.00	Strongly Agree	Very High
26	My teachers intervene when learners talk at inappropriate times during class.	5.00	Strongly Agree	Very High
27	My teachers insist that learners always follow the rules in the classroom.	5.00	Strongly Agree	Very High

E	Feedback on Learners' Work			
28	My teachers reward to learners for good behavior in the classroom.	5.00	Strongly Agree	Very High
29	My teachers become strict when it comes to student compliance in classroom.	5.00	Strongly Agree	Very High
30	My teachers check assignments on time.	5.00	Strongly Agree	Very High
31	My teachers appreciate with good words when learners perform well in the class.	5.00	Strongly Agree	Very High
32	My teacher gives individual attention to problematic learners.	5.00	Strongly Agree	Very High
33	My teachers give feedback to the learners in classroom with constructive criticism.	5.00	Strongly Agree	Very High
34	My teacher conduct tests in classroom which promotes the learners' academic achievements.	5.00	Strongly Agree	Very High
35	My teachers give immediate feedback to the learners when they answer their questions.	5.00	Strongly Agree	Very High
	AVERAGE	5.00	Strongly Agree	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Strongly Agree</i>	<i>Very High</i>
3.21-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 2 evaluates the extent of classroom management strategies of teachers in terms of motivation in the classroom, physical aspects of the classroom, teachers-learner interaction, classroom rules and regulations, and feedback on learners' work. It was revealed on the table that all indicators which discussed about the extent of classroom management strategies of teachers in terms of motivation in the classroom received a rating which is equivalent to "Very High" extent. This finding demonstrates that teachers have effective strategies in fostering a motivating and supportive learning environment, contributing positively to the overall academic performance of learners. Further, the table shows the evaluation of school heads on the classroom management strategies of teachers in terms of physical aspects of the classroom. It was revealed that teachers received a "Very High" extent of classroom management strategies in terms of the physical aspects of the classroom. This data demonstrates that teachers excel in managing the physical classroom environment, significantly enhancing learners' learning experiences. Moreover, table 2 assesses the classroom management strategies of teachers in terms of teacher-learner interaction, with all items receiving a perfect rating of "Very High". These results indicate that teachers are highly effective in facilitating a participative, engaging, and well-managed classroom environment that supports active learning and student engagement. Additionally, table 2 evaluates classroom management strategies of teachers in terms of classroom rules and regulations, with overall average weighted mean of 5.00, interpreted as "Very High". These results demonstrate that teachers effectively manage classroom behavior, enforce rules consistently, and create a positive and disciplined learning environment. Finally, this table shows the extent of classroom management strategies of teachers in terms of feedback on learners work, resulting an overall average weighted mean of 5.00, interpreted as "Very High". All the data highlights the effectiveness of teachers in providing timely, constructive, and positive feedback, significantly contributing to the academic progress and motivation of learners. Classroom management entails arranging the lesson plan, coordinating processes, monitoring learners' progress, and anticipating and correcting issues.

Table 3
Extent of Learners' Behavior

	Indicators	Weighted Mean	Description	Interpretation
1	Show interest in the activities carried out.	4.64	Always	Very High
2	Actively participate in the performance of school tasks.	4.55	Always	Very High
3	Demonstrate involvement in the conduct of the activity.	4.63	Always	Very High
4	Mobilize in solving various problems.	4.68	Always	Very High
5	Sit quietly in the bank during the lesson.	4.73	Always	Very High
6	Listen carefully to the information transmitted in class.	4.80	Always	Very High
7	Responds appropriately to the teacher's questions about the lesson.	4.73	Always	Very High
8	Use the available resources correctly.	4.77	Always	Very High
9	Focus on achieving the objectives set.	4.82	Always	Very High
10	Communicate appropriately in the classroom, responding politely.	4.92	Always	Very High
11	Collaborate with colleagues to carry out joint tasks.	4.86	Always	Very High
12	Value the ideas of the other members of the group.	4.75	Always	Very High
13	Follow the group rules (class rules).	4.73	Always	Very High
14	Comes to school ready of the day's lesson.	4.68	Always	Very High
15	Actively engage in all school activities.	4.56	Always	Very High
	AVERAGE	4.72	Always	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Always	Very High
3.21-4.20	Often	High
2.61-3.40	Sometimes	Average
1.81-2.60	Rarely	Low
1.00-1.80	Never	Very Low

Table 3 assesses the extent of behavior of the learners in the classroom during instructional supervision, with overall weighted average of 4.72 which is interpreted as "Very High". Learners communicate appropriately in the classroom, responding politely received a very high rating with a mean of 4.92 among all indicators shows that learners despite of the prevailing interventions in the environment where they live still shows high regards of behavior knowing that most of them always shows politeness in responding to questions raised during the teaching-learning activities. The indicator which states that, "the learners actively participate in the performance of school tasks received the lowest rating of 4.55 among all other indicators shows that though lowest still it belongs to the range of "Very high" level of learners ' behavior

in the classroom. This data demonstrates that teachers value the behavior of the learners, and they try to make it pleasing to everyone despite the intervention of social media and other factors which contribute to the performance of learners in the classroom during classroom observation. The positive behavior of the learners show that teachers create an environment which stimulates active participation of learners especially during teaching-learning process.

Table 4
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Competence and Learners' Behavior	0.74	1.242	0.556	Reject Ho	Significant Relationship (Strong)
Classroom Management of Teachers and Learners' Behavior	0.69	0.995	0.556	Reject Ho	Significant Relationship (Moderate)
Instructional Competence and Classroom Management of Teachers	0.80	2.664	0.556	Reject Ho	Significant Relationship (Very Strong)

Table 4 presents the results of tests examining the relationships between various variables and extent of learners' behavior in the classroom during instructional supervision of school heads to the teachers. Each correlation coefficient (r) indicates a strong, moderate and very strong significant relationship: Instructional competence of teachers (r=0.74) and computed value (1.242) exceed the critical value of 0.556 at a significance level of 0.05, leading to the rejection of the null hypothesis (Ho) and confirming a statistically significant relationship between the instructional supervision competence of school heads and extent of learners' behavior in the classroom. This suggest that very high level of instructional supervision competence of school heads is associated with improved learners' behavior. The visibility of the school heads during classroom observations motivates the learners to actively participate in the activities posted by teachers showing the positive behavior during teaching-learning interactions which resulted to strong significant relationship. Further, the table shows the results of tests examining the relationship between classroom management strategies of teachers and extent of learners' behavior during instructional supervision. The correlation coefficient (r) indicates moderate significant relationship: motivation in the classroom, physical aspects of the classroom, teacher-learner interaction, classroom rules and regulations and feedback on learners' work (r=0.69). The computed value (0.995) exceeds the critical value of 0.556 at a significance level of 0.05 leading to the rejection of the null hypothesis (Ho) and confirming a statistically significant relationship between the classroom management strategies of teachers and extent of learners' behavior in the classroom during instructional supervision of school heads. This suggests that higher levels of motivation, conducive physical environments, positive teacher-learner interactions, well-defined classroom rules, and constructive feedback on learners' work are associated with improved behavior of learners during instructional supervision. Finally, the table shows the results of examining the relationships between instructional supervision competence of school heads and classroom management strategies of teachers in terms of motivation in the classroom, physical aspects of the classroom, teacher-learner interaction, classroom rules and regulations and feedback on learners' work. The correlation coefficient (r) indicates very strong significant relationship: instructional supervision competence of school heads (r=0.80). The computed value (2.664) exceeds the critical value of 0.556 at a significance level of 0.05 leading to the rejection of the null hypothesis (Ho) and confirming a statistically significant relationship between the instructional supervision competence of school heads and classroom management strategies of teachers in terms of motivation in the classroom, physical aspects of the classroom, teacher-learner interaction, classroom rules and regulations and feedback on learners' work. This result shows that the very high level of instructional supervision competence of school heads will result to the very high extent of classroom management strategies of teachers. The regular conduct of instructional supervision to teachers motivates them in providing effective classroom management strategies in teaching which may result to positive learning outcomes.

IV. CONCLUSIONS

Based on the analyses of the instructional supervision competence of school heads, the various aspects of classroom management strategies of teachers with their relationship to learners' behavior, several key conclusions can be drawn. First, the high ratings of instructional supervision competence of school heads indicate that this variable consistently perceived as very high. Importantly, this variable significantly correlates with very high extent of learners' behavior in the classroom. The strong significant relationship observed suggest that regular conduct of instructional supervision to teachers reinforces learners to behave in the classroom and show active participation during teaching-learning process. Second, the high ratings across Motivation in the Classroom, Physical Aspect of the Classroom, Teacher-Learner Interaction, Classroom Rules and Regulation, and Feedback on Learners' Work indicate that these elements are consistently perceived as very high or highly satisfactory. Importantly, these factors significantly correlate with very high extent of learners' behavior. The moderate significant relationships observed suggest that fostering a motivating classroom environment, maintaining conducive physical settings, promoting interactive teaching approaches, enforcing clear rules, and providing constructive feedback are critical in boosting the behavior of learners. These findings underscore the importance of holistic and supportive classroom management strategies in facilitating positive performance among learners thereby showing positive behavior during teaching and learning. Finally, the high rating of instructional supervision competence of school heads indicate that this variable consistently perceived as very high. Significantly, this variable correlate with very high extent of classroom management strategies of teachers. The very strong significant relationship shows that with the very high level of instructional supervision competence of school heads, teachers were motivated to perform their duties and responsibilities in providing a classroom conducive to teaching and learning thereby creating an atmosphere where learners enjoy learning.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. Teachers must see to it that their classroom is conducive to learning through conversion of classroom to class home.
3. Teachers must create a classroom which stimulates learners to show positive behavior not only during teaching-learning process but in all time.
4. School Heads must provide the necessary materials to make their teaching stimulating and engaging.
5. School Heads must conduct instructional supervision to teachers to see the real scenario of the teaching-learning process and to identify the pressing needs of teachers in improving their learning environment.
6. School Heads must make sure that teachers are utilizing different classroom management strategies in the classroom and during teaching-learning process.
7. School Heads must possess the necessary competence in providing the appropriate technical assistance to the teachers to improve their classroom management strategies thereby improving the behavior of the learners in the classroom, and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.
9. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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