

SCHOOL HEADS' PROFICIENCY IN INSTRUCTIONAL SUPERVISION AND TEACHERS' INNOVATIVE WORK BEHAVIOR TOWARD JOB COMPETENCE

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ABSTRACT

The study dealt to verify the school heads' proficiency in instructional supervision and teachers' innovative work behavior toward job competence in Matalam South District, Matalam, Cotabato. It specifically determined the level of school administrators' proficiency in instructional supervision; the level of teachers' innovative work behavior; and the level of teachers' job competence. Further, it determined the significant relationship between the school heads' instructional supervision and teachers' job competence; the influence of school heads' instructional supervision on the teachers' job competence. Moreover, it determined the significant relationship between teachers' innovative work behavior and job competence; the influence of teachers' innovative work behavior on the job competence. This research utilized descriptive – correlation research design to analyze the gathered data from the 202 teacher-respondents through complete enumeration. The instruments used were adopted. Results of the reliability test using Cronbach's Alpha had 0.770 on school heads' proficiency, 0.941 on teachers' innovative work behavior, and 0.934 on teachers' job competence which meant that the instruments were highly reliable, respectively. Data gathering procedure using communication addressed to different school heads, and the statistical tools utilized mean. While in determining the relationship of the study, Pearson r was used, and the significant influence employed by multiple linear regression. School heads were highly proficient on performance evaluation and supervision knowledge, and they were proficient on administrative role. Teachers were highly proficient on championing, creativity, and implementation of new ideas. And they were excellent on attitude, innovative skills, and supervision knowledge. Only supervision knowledge had significant relationship with the excellent job of the teachers. Excellence was contributed by performance evaluation and supervision knowledge of the teachers. Teachers' innovative work behavior and job competence were significantly related. Teachers' innovative work behavior was contributed to teachers' job competence.

Keyword: - School heads, proficiency in instructional supervision, teachers, innovative behavior, and job competence.

1. INTRODUCTION

Various types of instructional supervision have been deployed by school leaders in an effort to strengthen the teaching-learning process and close the learning gaps as part of the learning recovery plan. In Cotabato Division, school principals and district supervisors conduct regular classroom observation and team supervision as part of their Office Performance Commitment Review Form.

In the course of addressing the technical assistance that these educational leaders have been providing in the field, there is always that thin sheet that filters whether these supervisory efforts match with the current needs of the teachers (Niepes, 2023). Considering that there are also variables that play an active role in the development of teachers such as competence and innovative behavior, the gray area in which the school leaders are to address just become bigger.

School administrators' instructional supervision play a crucial role in the development of teachers work behavior in schools nowadays. Change relies on the ability of school leaders to direct the collective learning process in schools via collaborative and well-informed reflection activities that are tailored to the school's specific requirements. (Kovačević & Hallinger, 2019). School administrators are officially appointed as "officers" by the government. Policymakers are progressively becoming aware of the limits of their configuration of responsibilities in effecting education reform, however. Typically, perspectives and actions linked with a strong administrative and political orientation in leadership are geared on preserving stability (Warman, 2021).

The primary goals of teaching supervision are the improvement of the instructional process, the detection and resolution of difficulties, the enhancement of teachers' professional growth, the maintenance of these abilities, and the evaluation of teachers' professional competence. To achieve these goals, the ideal supervision cycle consists of an initial negotiation between teacher and supervisor, an observation period, an assessment, a negotiation after the observation and restructuring, guidance, and an evaluation (Cogan, 2021).

However, most of the empirical research on teaching supervision of school administrators and innovative work behavior of teachers towards job competencies has focused on the job satisfaction setting, whereas teaching supervision should focus more on diagnostic solution on helping teachers in their professional development and has received little attention (Baluyos, 2019). Due to the lack of foundations of this research, teaching supervision of school administrators and innovative work behavior of teachers towards job competencies must be examined. The research gap is focused on a study on teaching supervision of school administrators and innovative work behavior may generate helpful data and reveal patterns that may be used to influence the creation of programs and policies that specifically address job competencies (Rahabav, 2019). Considering these recognized demands, this research seeks to uncover teaching supervision of school administrators and innovative work behavior of teachers towards job competencies.

This study sought to verify the school heads' proficiency in instructional supervision and teachers' innovative work behavior teaching towards job competence in Matalam South District, Matalam, Cotabato Division for the school year 2022-2023. Thus, the following problems are indicated below:

2. METHODOLOGY

This research utilized descriptive – correlation research design to analyze the gathered data from the 202 teacher-respondents through complete enumeration. The instruments used were adopted. Results of the reliability test using Cronbach's Alpha had 0.770 on school heads' proficiency, 0.941 on teachers' innovative work behavior, and 0.934 on teachers' job competence which meant that the instruments were highly reliable, respectively. Data gathered were analyzed using descriptive and inferential statistics.

3. RESULTS AND DISCUSSION

School Heads' Proficiency in Instructional Supervision

Administrative Role

Table 1 presents the level of school heads' proficiency in instructional supervision in terms of administrative role with a weighted mean of 4.04, described as proficient. Results revealed that the school heads were proficient in urging teachers to do a good job; reminding them to apply the school's mission and vision; assuring that they are always obeying the rules; appreciating and acknowledging suggestions; addressing work-related concerns; making sure that their subordinates are working hard to achieve greater heights; and providing useful and practical suggestions.

The findings imply that school heads demonstrate proficiency in instructional supervision as they effectively urge teachers to excel, align with the school's mission and vision, enforce rules, appreciate input, address concerns, motivate subordinates, and offer practical suggestions. This proficiency emphasizes their adeptness in

balancing administrative responsibilities with instructional leadership, fostering a conducive environment for academic growth and development.

Anastasia and Angeliki (2019) shared that administrators play a significant role in organizations by overseeing daily operations, managing resources, and ensuring smooth workflow. They act as liaisons between management, staff, and external stakeholders, facilitating effective communication and collaboration. They are also responsible for implementing policies, maintaining records, and handling logistical tasks to support the organization's objectives. Their attention to detail, organizational skills, and problem-solving abilities are crucial in maintaining efficiency and productivity within the workplace. Brown, and Collins (2019) also shared that administrators often contribute to strategic planning and decision-making processes, providing valuable insights and recommendations to senior leadership.

Table 1 Level of school heads' proficiency in instructional supervision in terms of administrative role.

Administrative Role	Mean	Description
1. urging teachers to do a good job	4.20	Proficient
2. appreciating and acknowledging suggestions	4.00	Proficient
3. addressing work-related concerns	3.96	Proficient
4. reminding them to apply the school's mission and vision	4.19	Proficient
5. providing useful and practical suggestions	3.90	Proficient
6. making sure that my subordinates are working hard to achieve greater heights	3.93	Proficient
7. assuring that we are always obeying the rules	4.08	Proficient
Weighted Mean	4.04	Proficient

Performance Evaluation

Table 2 displays the level of school heads' proficiency in instructional supervision in terms of performance evaluation which obtained a weighted mean of 4.35, with a description of highly proficient. Data revealed that the school heads were highly proficient in rewarding fairly to reflect a good performance; eliminating bias to get into measuring actual performance; making frequent classroom observations to assess teachers; basing decisions on actual performance; providing feedback regarding teachers' performance; evaluating the performance of teachers fairly; and giving teachers the right tips to improve their performance.

The results imply that school heads ensure a rigorous and fair evaluation process. This means that performance evaluations of the school heads are more accurate, transparent, and conducive to professional growth, enhancing overall teaching quality and student outcomes.

Table 2 Level of school heads' proficiency in instructional supervision in terms of performance evaluation.

Performance Evaluation	Mean	Description
1. evaluating the performance of teachers fairly	4.26	Highly Proficient
2. giving teachers the right tips to improve their performance	4.26	Highly Proficient
3. rewarding fairly to reflect a good performance	4.45	Highly Proficient
4. making frequent classroom observations to assess teachers	4.39	Highly Proficient
5. providing feedback regarding teachers' performance	4.31	Highly Proficient
6. eliminating bias to get into measuring actual performance	4.41	Highly Proficient
7. basing decisions on actual performance.	4.34	Highly Proficient
Weighted Mean	4.35	Highly Proficient

Balanskat (2019) school heads possess a keen understanding of teaching methodologies, curriculum standards, and educational objectives, enabling them to evaluate educators' effectiveness and impact on student learning. They assess instructional strategies, classroom management, and student engagement to provide constructive feedback and support. Their expertise in instructional supervision ensures that teachers receive targeted

professional development opportunities tailored to their specific needs, fostering continuous growth and improvement.

Supervision Knowledge

Table 3 reflects the level of school heads' proficiency in instructional supervision in terms of supervision knowledge with a weighted mean of 4.23, described as highly proficient. Results revealed that the school heads were highly proficient in making sure to be well-versed in supervision approaches; monitoring the trend in teaching to apply better strategies and techniques; evaluating the efficacy of school programs; making significant changes to the way things are done; encouraging teachers to consider modifying practices. While they were proficient in keeping up with research aligned with educational supervision; and keeping records of teachers' instructional performance for proper monitoring and follow-up.

The findings imply that school heads' proficiency in instructional supervision enhances their supervision knowledge. They demonstrate a proactive approach to enhancing educational practices which means that their proficient supervision contributes to a culture of ongoing learning and development within the school community.

The findings conform to what Baluyos (2019) stated that school heads exhibit proficiency in instructional supervision through their comprehensive knowledge of supervisory practices and educational pedagogy. They are well-versed in the latest teaching methodologies, curriculum design, and assessment strategies, allowing them to effectively guide and mentor educators. They can critically evaluate classroom instruction, provide targeted support, and facilitate meaningful professional development opportunities. Their expertise in supervision knowledge enables them to foster a collaborative learning environment, promote best practices, and ensure alignment with educational standards and objectives.

Table 3 Level of school heads' proficiency in instructional supervision in terms of supervision knowledge.

Supervision Knowledge	Mean	Description
1. making sure to be well-versed in supervision approaches	4.38	Highly Proficient
2. encouraging teachers to consider modifying practices	4.21	Highly Proficient
3. evaluating the efficacy of school programs	4.23	Highly Proficient
4. making significant changes to the way things are done	4.22	Highly Proficient
5. keeping up with research aligned with educational supervision	4.17	Proficient
6. keeping records of teachers' instructional performance for proper monitoring and follow-up	4.17	Proficient
7. monitoring the trend in teaching to apply better strategies and techniques	4.24	Highly Proficient
Weighted Mean	4.23	Highly Proficient

Teachers' Innovative Work Behavior

Championing

Table 4 shows the level of teachers' innovative work behavior in terms of championing which obtained a weighted mean of 4.32 with a description of highly innovative. Data revealed that the teachers were highly innovative in serving as role models for professional excellence in school; organizing teachers' and students' functions for better outputs; focusing on the challenge given and setting to finish it; assisting the struggling teachers; creating an environment of concern and trust; fostering an agreement based on the mission and vision of the institution; and advocating teachers' leadership development.

Based on the findings, it implies that teachers' innovative work behavior plays a crucial role in championing various aspects within the school community. Teachers demonstrate a commitment to enhancing the overall school environment. Their innovative approach not only drives positive change but also inspires others to strive for excellence which contributing to the advancement of the institution's mission and vision.

The result is supported to the statement of Chelonis, Gravelin, and Paule (2021) explained that teachers' innovative work behavior is characterized by their proactive approach to championing new ideas, methods, and

technologies within the educational setting. They demonstrate a willingness to explore creative solutions, adapt to changing environments, and challenge traditional practices to improve teaching and learning outcomes.

Table 4 Level of teachers' innovative work behavior in terms of championing.

Championing	Mean	Description
1. creating an environment of concern and trust	4.31	Highly Innovative
2. fostering an agreement based on the mission and vision of the institution	4.27	Highly Innovative
3. advocating teachers' leadership development	4.21	Highly Innovative
4. serving as a role model for professional excellence in school	4.40	Highly Innovative
5. assisting the struggling teachers	4.33	Highly Innovative
6. organizing teachers' and students' functions for better outputs	4.37	Highly Innovative
7. focusing on the challenge given and setting to finish it	4.35	Highly Innovative
Weighted Mean	4.32	Highly Innovative

Creativity

Table 5 depicts the level of teachers' innovative work behavior in terms of creativity with a weighted mean of 4.35, described as highly innovative. Results revealed that the teachers were highly innovative in thinking outside the box for better strategies and techniques; communicating with substantial examples about the content delivered; ensuring that teachers were adequately prepared to present new ideas; demonstrating genuine interest in new approaches to instruction; allowing teachers' comfort zone to grow as a professional; developing strategies to increase student involvement; and leading and motivating others to participate effectively.

The findings imply that teachers create an environment conducive to creativity and experimentation. This means that fostering innovative practices among teachers not only enhances instructional quality but also cultivates a culture of creativity and continuous improvement within the school community.

The findings conform to what Zellermyer and Margolin (2021) said that teachers' innovative work behavior is closely linked to their inherent creativity, which fuels their ability to devise new approaches, strategies, and solutions in the classroom. They continually seek out novel and engaging ways to present information, stimulate curiosity, and inspire learning among their students. Their creativity enables them to integrate multimedia resources, experiential activities, and collaborative projects into the curriculum, fostering deeper understanding and retention of subject matter. Through their innovative use of creativity, teachers not only enhance the educational experience but also empower students to think creatively, problem-solve, and become lifelong learners.

Table 5 Level of teachers' innovative work behavior in terms of creativity.

Creativity	Mean	Description
1. ensuring that teachers are adequately prepared in presenting new ideas	4.37	Highly Innovative
2. communicating with substantial examples about the content delivered	4.38	Highly Innovative
3. leading and motivating others to participate effectively	4.32	Highly Innovative
4. demonstrating genuine interest in new approaches to instruction	4.34	Highly Innovative
5. developing strategies to increase student involvement	4.33	Highly Innovative
6. thinking outside the box for better strategies and techniques	4.41	Highly Innovative
7. allowing teachers' comfort zone to grow as a professional.	4.34	Highly Innovative
Weighted Mean	4.35	Highly Innovative

Implementation of New Ideas

Table 6 presents the level of teachers' innovative work behavior in terms of implementation of new ideas which obtained a weighted mean of 4.37, with a description of highly innovative. Data revealed that the teachers

were highly innovative in looking for new ways to accomplish things; compelling individuals to reexamine their ideas; analyzing suggestions to ensure possible application; consistently completing significant tasks; catching up with trend ideas to exalt the level of practices; collating teachers' ideas as bases for decision-making; and exposing teachers to think about how to be successful.

Based on the finding, it implies that teachers facilitate the adoption of innovative practices within the school community which means that fostering a culture of innovation among teachers not only promotes adaptability but also enhances the effectiveness and sustainability of new initiatives in education.

Yadav (2021) discussed about teachers' innovative work behavior is exemplified by their proactive approach to implementing new ideas and strategies in the classroom. They demonstrate a willingness to experiment with innovative teaching methods, technologies, and instructional materials to enhance student engagement and learning outcomes. Their ability to successfully integrate new ideas into the curriculum fosters a dynamic and interactive learning environment, encouraging creativity, critical thinking, and problem-solving skills among students. Through their commitment to innovation and the implementation of new ideas, teachers shape the future of education and inspire lifelong learning.

Table 6 Level of teachers' innovative work behavior in terms of implementation of new ideas.

Implementation of New Ideas	Mean	Description
1. looking for new ways to accomplish things	4.46	Highly Innovative
2. compelling individuals to reexamine their ideas	4.39	Highly Innovative
3. consistently complete significant tasks	4.37	Highly Innovative
4. catching up with trend ideas to exalt the level of practices	4.35	Highly Innovative
5. exposing teachers to think about how to be successful	4.31	Highly Innovative
6. collating teachers' ideas as bases for decision-making	4.33	Highly Innovative
7. analyzing suggestions to ensure possible application	4.38	Highly Innovative
Weighted Mean	4.37	Highly Innovative

Teachers' Job Competence

Attitude

Table 7 reflects the level of teachers' job competence in terms of attitude with a weighted mean of 4.41, described as excellent. Results revealed that the teachers were excellent in expressing commendable values to instructors openly; reflecting on portraying a positive role model and respected image; thinking hard enough and believing in what can be done; making changes that compel individuals to re-examine their ideas, thoughts, and values; dealing with teachers' and pupils' concerns to exhibit true character; establishing the emotion that will have a positive effect on performance in school; and finishing daily workloads with contentment even when tired.

Table 7 Level of teachers' job competence in terms of attitude.

A.	Attitude	Mean	Description
1.	expressing commendable values to instructors openly	4.47	Excellent
2.	thinking hard enough and believing in what can be done	4.44	Excellent
3.	dealing with teachers' and pupils' concerns to exhibit true character	4.38	Excellent
4.	reflecting on portraying a positive role model and respected image	4.46	Excellent
5.	making changes that compel individuals to re-examine their ideas, thoughts, and values	4.42	Excellent
6.	establishing the emotion that will have a positive effect on performance in school.	4.38	Excellent
7.	finishing daily workloads with contentment even when tired	4.35	Excellent
	Weighted Mean	4.41	Excellent

The results imply that teachers' job competence influences their attitudes that contribute to a culture of excellence and well-being which further implies that cultivating job competence among teachers not only enhances performance but also promotes a positive attitude conducive to individual and collective success within the school community.

Brown and Collins (2019) shared that teachers' job competence is not only reflected in their knowledge and skills but also prominently in their attitude towards teaching and learning. A positive and enthusiastic attitude can significantly impact classroom dynamics, student motivation, and overall educational outcomes. Teachers who approach their profession with passion, dedication, and a growth mindset are more likely to inspire and engage their students effectively. They exhibit patience, empathy, and adaptability, allowing them to connect with diverse learners and create a supportive and inclusive learning environment.

Innovative Skills

Table 8 shows the level of teachers' job competence in terms of innovative skill which obtained a weighted mean of 4.36, with a description of excellent. Data revealed that the teachers were excellent at getting new ideas on the new trends for best practices; acknowledging others' innovative ideas and supporting them; honing teachers' creative abilities in enhancing learning activities; focusing on projecting creativity for job improvement; mentoring teachers in crafting differentiated instructional models to meet learning needs; providing models for innovation of instructional strategies; and urging teachers to express themselves creatively in class.

Based on findings, the results that teachers' job competence influences their innovative skills, fostering a dynamic and adaptive educational environment. It implies that teachers contribute to a culture of innovation and growth which means that cultivating job competence among teachers not only enhances their effectiveness but also fosters a climate conducive to continuous improvement and excellence in education.

Cornelius (2020) explained that teachers' innovative skills enable them to adapt to changing educational landscapes and engage students in meaningful ways. Innovative teachers possess the ability to creatively integrate technology, multimedia resources, and experiential learning opportunities into their lessons, enhancing student participation and understanding. They continually seek out new teaching methodologies, strategies, and tools to address diverse learning styles and foster critical thinking and problem-solving skills among students.

Table 8 Level of teachers' job competence in terms of innovative skills.

Innovative Skills	Mean	Description
1. honing teachers' creative abilities in enhancing learning activities	4.36	Excellent
2. providing models for innovation of instructional strategies.	4.32	Excellent
3. focusing on projecting creativity for job improvement	4.35	Excellent
4. mentoring teachers in crafting differentiated instructional models to meet learning needs.	4.35	Excellent
5. urging teachers to express themselves creatively in class	4.32	Excellent
6. getting new ideas on the new trends for best practices	4.45	Excellent
7. acknowledging others' innovative ideas and supporting them	4.40	Excellent
Weighted Mean	4.36	Excellent

Excellence

Table 9 displays the level of teachers' job competence in terms of excellence with a weighted mean of 4.43, described as excellence. Data Revealed that the teachers were excellent in doing their best to reflect a good character and intellect in school; making an effort to be the driving force behind significant efforts; assessing their school's effectiveness in terms of student learning enhancement; thinking critically about the school's whole perspective; tailoring their leadership approach to the unique circumstances of each event; seeing a clear vision and set of principles on schools, teaching, and learning; and reflecting their views and beliefs about schools, teachers, and education.

The findings indicate that teachers' job competence contributes to excellence in education, fostering a culture of continuous improvement and student success. Teachers elevate standards and outcomes within the school community which implies that cultivating job competence among teachers not only enhances individual

performance but also promotes a culture of excellence that positively impacts teaching, learning, and overall school effectiveness.

Gordon and Lowrey (2019) articulated that teachers' job competence is synonymous with their commitment to excellence in the classroom. Excellence in teaching encompasses a deep understanding of subject matter, effective instructional strategies, and a genuine passion for student success. Competent teachers continually strive to enhance their knowledge and skills, staying abreast of the latest educational research and best practices. They set high expectations for themselves and their students, fostering a culture of academic rigor, critical thinking, and continuous improvement.

Table 9 Level of teachers' job competence in terms of excellence.

Excellence	Mean	Description
1. making an effort to be the driving force behind significant efforts	4.45	Excellent
2. seeing a clear vision and set of principles on schools, teaching, and learning	4.41	Excellent
3. tailoring my leadership approach to the unique circumstances of each event	4.42	Excellent
4. assessing our school's effectiveness in terms of student learning enhancement	4.45	Excellent
5. reflecting my views and beliefs about schools, teachers, and education	4.37	Excellent
6. thinking critically about the school's whole perspective	4.43	Excellent
7. doing my best to reflect a good character and intellect in school	4.50	Excellent
Weighted Mean	4.43	Excellent

Relationship Between School Heads' Proficiency in Instructional Supervision and Teachers' Job Performance

Administrative Role and Teachers' Job Competence

Table 10 presents the relationship between the administrative role and teachers' job competence. The correlation matrix shows that the administrative role had no significant relationship with the parameters used to measure the teachers' job competence in terms of attitude ($r=-0.067$ with a p-value of 0.342), innovative skills ($r=-0.069$ with a p-value of 0.331); and excellence ($r=-0.084$ with a p-value of 0.237).

The result means that school heads proficiency in instructional supervision like administrative role is not significant on teachers' job competence. The presented probability values which are greater than the set 5% level of significance means that the stated hypothesis is accepted.

This implies that administrators play a crucial role in providing support and resources, they may not directly correlate the specific attitudes, innovative skills, and level of excellence displayed by teachers. Further, efforts to improve these aspects of teacher performance may require a multifaceted approach that considers various factors beyond administrative influence, including targeted professional development, supportive school environments, and opportunities for collaboration and growth among teachers.

The results agree to what Duguid (2019) found that the administrative role within an educational institution does not necessarily correlate directly with teachers' job competence. While administrators play a crucial role in overseeing school operations, policies, and resources, the competence and effectiveness of teachers are influenced by a combination of factors that extend beyond administrative oversight. Teachers' job competence is more closely associated with their subject knowledge, instructional skills, commitment to professional development, and ability to foster positive relationships with students.

Performance Evaluation and Teachers' Job Competence

On performance evaluation, the correlation matrix shows the school heads proficiency in instructional supervision in terms of performance evaluation, which had no significant relationship with job competence in terms

of attitude ($r=-0.066$ with a p-value of 0.350). innovative skills ($r=-0.085$ with a p-value of 0.227); and excellence ($r=-0.136$ with a p-value of 0.054).

The result means that school heads proficiency in instructional supervision like performance evaluation is not significant on teachers' job competence. The presented probability values which are greater than the set 5% level of significance means that the stated hypothesis is accepted.

Based on the findings, the results imply that performance evaluation of school administrators does not significantly correlate with teachers' job competence means a potential misalignment in the criteria used for assessing administrative effectiveness and teacher performance. This encourages the need for a reassessment of evaluation methods to ensure they accurately reflect the contributions of both administrators and teachers to overall educational outcomes.

The finding is concomitant to what Warman, Lorensius, and Rohana (2021) shared that performance evaluation, while an important aspect of educational administration, is not necessarily a direct indicator of teachers' job competence. While evaluations can provide valuable feedback and identify areas for improvement, they often rely on standardized metrics and may not capture the full range of skills, creativity, and dedication that teachers bring to their classrooms.

Supervision Knowledge and Teachers' Job Competence

On supervision knowledge, the correlation matrix shows the school heads proficiency in instructional supervision in terms of supervision knowledge, which had a significant relationship with job competence in terms of excellence ($r=0.145^*$ with a p-value of 0.028). No correlation found on attitude and innovative skills.

The result means that school heads proficiency in instructional supervision like supervision knowledge is significant on teachers' job competence particularly on excellence. The presented probability value which is lesser than the set 5% level of significance means that the stated hypothesis is rejected.

The findings imply that school heads play the crucial role of effective supervision in enhancing teacher performance. This emphasizes the importance of investing in training and professional development for administrators to ensure they possess the necessary skills and knowledge to provide meaningful support and guidance to teachers. The higher is the supervision knowledge extended to teachers the higher is the level of teachers' excellence toward their job.

The results conform to Dolnicar (2020) stated that supervision knowledge is significantly associated with teachers' job competence as it plays a significant role in guiding, supporting, and enhancing instructional practices in the classroom. Educators with strong supervision knowledge possess the skills and expertise needed to effectively observe, evaluate, and provide constructive feedback to teachers, fostering continuous growth and improvement. They are well-versed in educational theories, pedagogical approaches, curriculum standards, and assessment strategies, enabling them to identify areas of strength and opportunities for development among teaching staff.

Table 10. Correlation matrix showing the relationship between school heads' proficiency in instructional supervision and teachers' job competence

School Heads' Instructional Supervision		Attitude	Innovative Skills	Excellence
Administrative Role	Pearson r	-0.067 ^{ns}	-0.069 ^{ns}	-0.084 ^{ns}
	Probability	0.342	0.331	0.237
	N	202	202	202
Performance Evaluation	Pearson r	-0.066 ^{ns}	-0.085 ^{ns}	-0.136 ^{ns}
	Probability	0.350	0.227	0.054
	N	202	202	202
Supervision Knowledge	Pearson r	0.120 ^{ns}	0.083 ^{ns}	0.154*
	Probability	0.089	0.240	0.028
	N	202	202	202

* = significant

ns = not significant

Relationship Between Teachers' Innovative Work Behavior and Job Competence

Championing and Teachers' Job Competence

Table 11 presents the relationship between the championing and teachers' job competence. The correlation matrix shows that the school heads' proficiency in instructional supervision has a significant relationship with all the parameters used to measure the teachers' job competence in terms of attitude ($r=0.586^{**}$ with a p-value of 0.000); innovative skills $r=0.616^{**}$ with a p-value of 0.000); and excellence $r=0.628^{**}$ with a p-value of 0.000).

The result means that school heads proficiency in instructional supervision like championing is highly significant on teachers' job competence. The presented probability value which is less than the set 1% level of significance means that the stated hypothesis is rejected.

This implies that teachers excel in various aspects in the school, such as performance evaluation and supervision knowledge, they are more likely to exhibit high levels of competence in their roles. In other words, effective leadership at the administrative level has a significant impact on the performance and competence of teachers. It implies further that when teachers are championed and effectively support and guide by school heads, it creates an environment conducive to teacher growth, professional development, and overall excellence in teaching.

The result is in consonance with the statement of Mertens and Wilson (2019) stated that championing is highly significant to teachers' job competence as it embodies the essential role educators play not only in imparting knowledge but also in fostering growth, confidence, and resilience in their students. A champion teacher goes beyond traditional teaching methods by advocating for each student's unique learning needs, interests, and potential. They create a supportive and inclusive learning environment where students feel valued, empowered, and motivated to succeed.

Creativity and Teachers' Job Competence

On creativity, the correlation matrix shows the school heads' proficiency in instructional supervision in terms of creativity, which has a significant relationship with all with the parameters used to measure the teachers' job competence in terms of attitude ($r=0.685^{**}$ with a p-value of 0.000); innovative skills $r=0.619^{**}$ with a p-value of 0.000); and excellence $r=0.601^{**}$ with a p-value of 0.000).

The result means that school heads' proficiency in instructional supervision like creativity is highly significant in teachers' job competence. The presented probability value which is less than the set 1% level of significance means that the stated hypothesis is rejected.

The results imply that teachers demonstrate strong abilities in promoting and nurturing creativity among students through their supervisory practices. It significantly enhances their overall competence and in their roles. Essentially, it emphasizes the critical role of teachers in cultivating an environment that encourages innovation, experimentation, and creative teaching approaches, leading to higher levels of effectiveness and performance among teachers.

The findings conform to Honig (2021) found that creativity is highly associated with teachers' job competence as it plays a significant role in designing engaging and innovative learning experiences that cater to diverse student needs and foster critical thinking skills. A creative teacher possesses the ability to adapt and tailor their teaching methods, resources, and strategies to captivate students' interest and inspire a lifelong love for learning. They leverage their imaginative thinking to develop interactive lessons, incorporate multimedia tools, and encourage hands-on activities that encourage students to explore, experiment, and express themselves freely.

Implementation of New Ideas and Teachers' Job Competence

On implementation of new ideas, the correlation matrix shows the school heads' proficiency in instructional supervision in terms of implementation of new ideas, which has a significant relationship with all with the parameters used to measure the teachers' job competence in terms of attitude ($r=0.606^{**}$ with a p-value of 0.000); innovative skills $r=0.630^{**}$ with a p-value of 0.000); and excellence $r=0.543^{**}$ with a p-value of 0.000).

The result means that school heads' proficiency in instructional supervision like implementation is highly significant in teachers' job competence. The presented probability value which is less than the set 1% level of significance means that the stated hypothesis is rejected.

Based on the findings, the results imply that teachers demonstrate proficiency in implementing instructional strategies, curriculum changes, or educational initiatives which affects their competence in performing their duties. Essentially, it emphasizes the importance of strong leadership in ensuring that instructional plans and strategies are effectively put into practice, thereby enhancing the overall effectiveness and performance of teachers within the school setting.

Jurik, et al., (2020) shared that the implementation of new ideas affects to teachers' job competence as it reflects a teacher's ability to adapt, innovate, and continuously improve their teaching practices to meet the evolving needs of students and the educational landscape. Embracing and integrating new ideas into the classroom environment demonstrates a teacher's commitment to lifelong learning, professional development, and excellence in education. It allows them to stay abreast of current educational trends, technologies, and methodologies, enabling them to create more engaging, effective, and personalized learning experiences for their students.

Table 11. Correlation matrix showing the relationship between teachers' innovative work behavior and teachers' job competence.

Teachers' Innovative Work Behavior		Attitude	Innovative Skills	Excellence
Championing	Pearson r	0.586**	0.616**	0.628**
	Probability	0.000	0.000	0.000
	N	202	202	202
Creativity	Pearson r	0.685**	0.619**	0.601**
	Probability	0.000	0.000	0.000
	N	202	202	202
Implementation of new ideas	Pearson r	0.606**	0.630**	0.543**
	Probability	0.000	0.000	0.000
	N	202	202	202

** = highly significant

4. CONCLUSIONS

The findings underscore the importance of supervision knowledge and performance evaluation as key contributors to effective teaching and administrative performance. The ability to champion and implement new ideas, along with a positive attitude and innovative skills, are crucial for teachers to excel in their roles. Fostering an environment that encourages innovative work behavior can enhance teachers' job competence, leading to better educational outcomes. This study highlights the critical role of professional development and the need for supportive systems that enable educators to develop and apply their skills effectively. By focusing on these areas, educational institutions can promote excellence in teaching and administration, ultimately benefiting students and the broader community.

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