

SUPERVISORY SKILLS OF PUBLIC SCHOOL HEADS IT'S RELATIONS TO THE SCHOOL-BASED MANAGEMENT IN VICTORIA SUB OFFICE

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Abstract

This study aims to determine the relationship supervisory skills of public elementary school heads it's relation to the school-based management in Victoria Sub Office, Division of Laguna

Specifically, the study sought to answer the following questions such as the profile of the Public School Heads with regards to age, sex, civil status, highest educational attainment; and length of supervisory and administrative experience What is the level of supervisory skills of the school heads as assessed by the teachers as to communication, conflict resolutions, decision making, strategic planning, time management; and adaptability. The level of school-based management as to school leadership, internal stakeholders participation, school-based resources; and school performance accountability profile of the public school heads have significant relationship to the school-based management in Victoria Sub Office. The relationship between supervisory skills of school heads to the school-based management in Victoria Sub Office.

This study used descriptive correlational design by trying to assess students, teachers, and parents' accessibility in using the teach mint application. The focus of the study were the 3 public elementary school heads and 55 teachers of the three schools in the Victoria Sub Offices, Division of Laguna School Year 2022-2023.

Keywords: School Heads, School-Based Management, School Leadership, Internal Stakeholders, School-Based Resources, Accountability, Age, Sex, Civil Status and Educational Attainment, Communication, Conflict Resolution, decision making, strategic planning, time management; and adaptability

1. Main text

School monitoring is a multifaceted process with numerous moving parts. School administrators must be concerned with all aspects of administration, both inside and outside the classroom, as they may have a direct or indirect impact on the provision of high-quality education, which is the main objective of the institution. A school head serves a variety of roles, including those of program leader, strategic manager, team leader, administrator, evaluator, and negotiator. Many significant stakeholders make up a school leader's environment, including students, teachers, staff, parents, and community members.

The school head shall function as educational manager, administrative planner and instructional supervisor. As an instructional supervisor, they shall see to it that the conditions of effective teaching and learning is met; the teacher is well trained and motivated; adequate instructional materials are provided; the teacher is not distracted by many non-teaching activities and is well supervised and given a voice in improving the teaching-learning environment.

Supervision has different concepts, according to various scholars. The most common definition describes it as overseeing an individual or group of people through a transparent and organized manner to achieve the desired objective (Bondar & Shosholoz, 2020). Supervision is a vital factor in schools if the education sector expects quality performance in teachers and students. It helps instructors identify and improve challenging areas in teaching, promoting the tutor's competency and hard work in students to achieve the set academic standards. Educational supervision is a continuous process that begins from teaching practice and intensifies throughout education. The basics of supervision include coaching, assessing, mentoring, guiding and counseling, and evaluating teaching and learning activities. Therefore, it is essential to apply the most effective model of supervision, which comprises all or most of the fundamental guiding aspects

Statement of the Problem

This study aimed to assess the supervisory skills of public elementary school heads in Victoria Sub Office, Division of Laguna Specifically, the study sought to answer the following questions.

1. What is the profile of the Public-School Heads with regards to?
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 highest educational attainment; and
 - 1.5 length of supervisory and administrative experience?
2. What is the level of supervisory skills of the school heads as assessed by the teachers?
 - 2.1 communication;
 - 2.2 conflict resolutions;
 - 2.3 decision making;
 - 2.4 strategic planning;
 - 2.5 time management; and
 - 2.6 adaptability?
3. What is the level of school-based management in terms to:
 - 3.1 school leadership;
 - 3.2 internal stakeholders participation;
 - 3.3 school based resources; and
 - 3.4 school performance accountability?
4. Does the profile of the public school heads have significant relationship to the school based management in Victoria Sub Office?
5. Is there is a significant relationship between supervisory skills of school heads to the school-based management in Victoria Sub Office?

Hypotheses

The study attempted to test the following hypotheses:

1. There is as significant relationship between the profiles of public-school heads to the school based management in Victoria Sub Office?
2. There is no significant relationship between the levels of supervisory skills of the school heads to the School Based Management

Research Design

The descriptive-evaluative method of research was used in this study. Descriptive evaluative research is the collection of data describing some phenomenon that may or may not be quantifiable such as close-ended scales, open-ended survey questions, observation, and interviews. The purpose of the research is to evaluate or measure the results against some known or hypothesized standards. According to Price (2015) descriptive-evaluative research since the result will ill assess the educator's involvement in teaching-learning process, and the different opinions among the teacher and students, especially through observation and interview.

As a result, the researcher considers it to be the best way. For he was curious about public school heads supervisory abilities. As determined by the principals of Victoria District, Division of Laguna.

Statistical Treatment of Data

The statistical treatment of data is used to compute, analyze, and interpret the data given by the respondents. After administering the questionnaire, the responses of the selected teachers from schools of Victoria Sub-office/District were tallied, analyzed and interpreted.

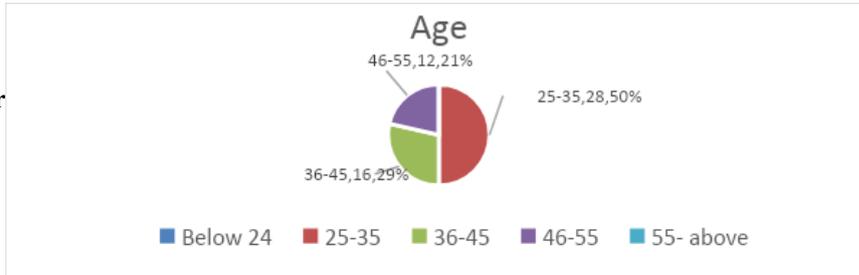
1. To determine the profile of the respondents in terms of age, sex, civil status, highest educational attainment and length of supervisory and administrative experience, frequency, percentage, and rank with cross tabulation was used.

2. To identify the level of supervisory skills of the school heads as assessed by the teachers in terms of communication, conflict resolution decision-making, strategic planning, time management and adaptability. Weighted mean and standard deviation were utilized.

3. To identify the level of School-Based Management was described in terms of school leadership, internal stakeholders participation, school based resources, school performance and accountability weighted mean and standard deviation were utilized

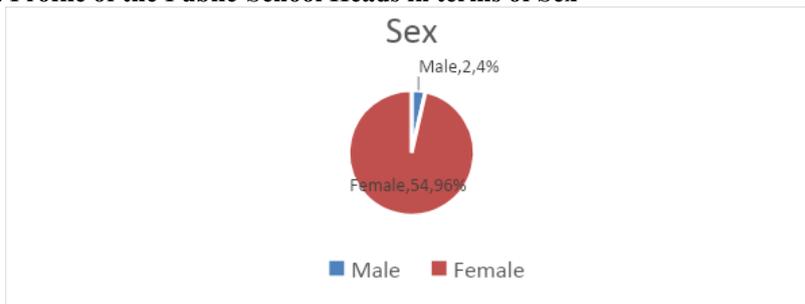
4. To identify the significant difference between the assessments of the teacher respondents on the level of supervisory skills in terms of the different aspects, t-test was used.

Figure 3. Pr



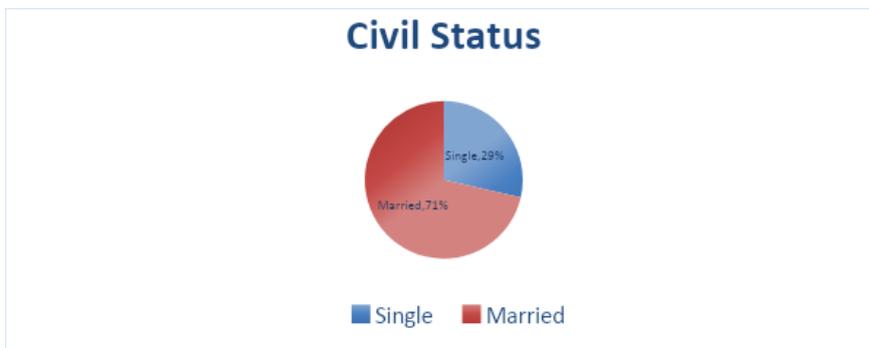
It is reflected in Figure 3 that that one-half of them are in their early adulthood with age that range from 25 to 35 (50.00 %). More than one-fourth of them are either in their early middle age with age that range from 36 to 45 (28.57%) or in their late middle age that range from 46 to 55 (21.43%). This means that the school heads are still in the productive stage of life. They can initiate program and projects for the department and implement such using different supervisory skills.

Figure 4. Profile of the Public-School Heads in terms of Sex



It is indicated in the figure 4 that majority of the school heads are female (96.43%) compared to their male counterpart (3.57%). This indicates that Victoria Sub Office in the division of Laguna designate more female school heads. As to civil status in figure 5 40 or (71.43%) of them are married and 16 or (28.57%) are single. This means that majority of school heads qualified in the position in Victoria Laguna are married.

Figure 5. Profile of the Public-School Heads in terms of Civil Status



The educational attainment of the school heads stated in figure 6 was found that majority of them gain master unit 21 or (37.50%) of the school heads, 13 of them or (23.21%) are Masters Graduate and other (23.21%) are completed the academic requirements CAR). 9 or (16.07) are bachelor’s degree. This means that school heads shown professional development.

Figure 6. Profile of the Public-School Heads in terms of Educational Attainment

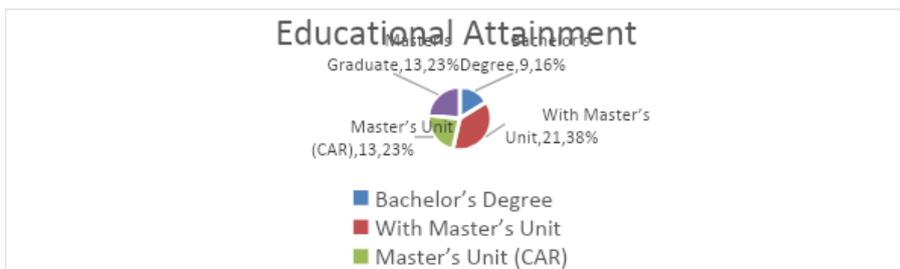
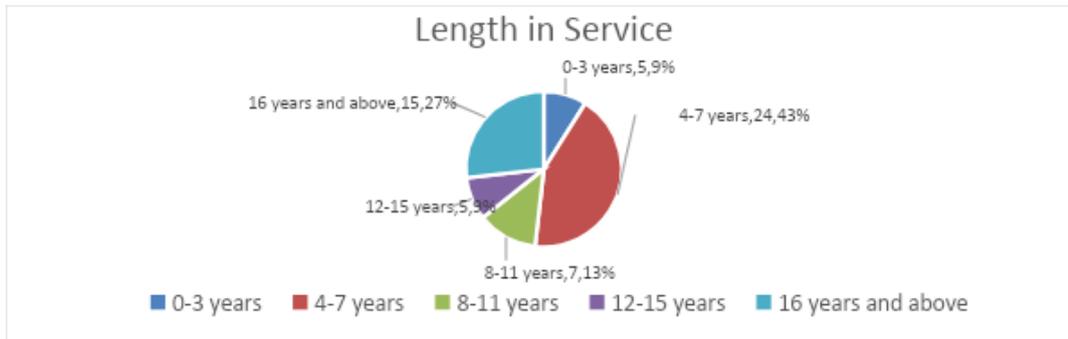


Figure 7. Profile of the Public-School Heads in terms of Length of Supervisory and Administrative Experience



Findings and Summary It is indicated in figure 7 that the length of Supervisory and Administrative Experience indicated in, to some extent is proportionate with their age. It was found that majority of them had been in the service from 4 to 7 years and above (42.86%) while the rest had been in the service for a considerable length of time of 16 years and above (26.79 %), other school heads are in the service from 8 to 11 years (12.50%) and 5 or (8.93%) are in the service from 12-15 years and 0-3 years. This means that school heads had spent a considerable length of time.

Relationship between the Profile of the School Heads and School Based- Management

Table 1. Significant Relationship between the Profile of the School Heads and the School Based Management

School Profile	Heads	School Based- Management	r- value	Degree of Correlation	p-value	Analysis
Age		School Leadership	.265	Weak Correlation	.051	Not Significant
		<i>Internal Stakeholders Participation</i>	.212	Weak Correlation	.120	Not Significant
		<i>School Based Resources</i>	.263	Weak Correlation	.052	Not Significant
		<i>School Performance Accountability</i>	.234	Weak Correlation	.086	Not Significant
		School Leadership	.024	Very Weak Correlation	.864	Not Significant
Sex		<i>Internal Stakeholders Participation</i>	-.094	Very Weak Correlation	.495	Not Significant
		<i>School Based Resources</i>	-.080	Very Weak Correlation	.562	Not Significant
		<i>School Performance Accountability</i>	-.019	Very Weak Correlation	.892	Not Significant
		School Leadership	.266	Weak Correlation	.049	Not Significant
Civil Status		<i>Internal Stakeholders Participation</i>	.131	Very Weak Correlation	.342	Not Significant
		<i>School Based Resources</i>	.251	Weak Correlation	.065	Not Significant
		<i>School Performance Accountability</i>	.259	Weak Correlation	.057	Not Significant
		School Leadership	-.052	Very Weak Correlation	.708	Not Significant
Educational Attainment		<i>Internal Stakeholders Participation</i>	.639	Strong Correlation	.035	Significant
		<i>School Based Resources</i>	.470	Moderate Correlation	.009	Significant
		<i>School Performance Accountability</i>	-.023	Very Weak Correlation	.866	Not Significant
Length of Supervisory and administrative experience	of and	School Leadership	.899	Very Strong Correlation	.014	Significant
		<i>Internal Stakeholders Participation</i>	.086	Very Weak Correlation	.531	Not Significant
		<i>School Based Resources</i>	.198	Very Weak Correlation	.147	Not Significant

School Performance Accountability	.769	Correlation Strong Correlation	.016	Significant Significant
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Legend:

±0.80 – ± 1.00 *Very strong*

±0.60 – ± 0.79 *Strong*

±0.40 – ± 0.59 *Moderate*

±0.20 – ± 0.39 *Weak*

±0.00 – ± 0.19 *Very weak*

There are no significant correlations exist between the profile of the school heads in terms of age and level of school-based management in terms of school leadership ($r=.265, p=.051$), internal stakeholder participation ($r=.212, p=.120$), school-based resources ($r=.263, p=.052$), school performance accountability ($r=.234, p=.864$). There is a weak correlation observed. This means that age as one of the profile of the school heads are not significant predictors of school-based management.

Table 2. Significant Relationship between Supervisory Skills of the School Heads to the School Based Management

<i>Supervisory Skill</i>	<i>School based Management</i>	<i>r- value</i>	<i>Degree of Correlation</i>	<i>p-value</i>	<i>Analysis</i>
<i>Communication</i>	School Leadership	.842	Very Strong Correlation	.000	<i>Significant</i>
	<i>Internal Stakeholders Participation</i>	.863	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Based Resources</i>	.865	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Performance Accountability</i>	.863	Very Strong Correlation	.000	<i>Significant</i>
<i>Conflict Resolutions</i>	School Leadership	.885	Very Strong Correlation	.000	<i>Significant</i>
	<i>Internal Stakeholders Participation</i>	.920	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Based Resources</i>	.899	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Performance Accountability</i>	.870	Very Strong Correlation	.000	<i>Significant</i>
<i>Decision Making</i>	School Leadership	.814	Very Strong Correlation	.000	<i>Significant</i>
	<i>Internal Stakeholders Participation</i>	.862	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Based Resources</i>	.895	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Performance Accountability</i>	.862	Very Strong Correlation	.000	<i>Significant</i>
<i>Strategic Planning</i>	School Leadership	.858	Very Strong Correlation	.000	<i>Significant</i>
	<i>Internal Stakeholders Participation</i>	.885	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Based Resources</i>	.924	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Performance Accountability</i>	.864	Very Strong Correlation	.000	<i>Significant</i>
<i>Time Management</i>	School Leadership	.891	Very Strong Correlation	.000	<i>Significant</i>
	<i>Internal Stakeholders Participation</i>	.880	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Based Resources</i>	.946	Very Strong Correlation	.000	<i>Significant</i>
	<i>School Performance Accountability</i>	.952	Very Strong Correlation	.000	<i>Significant</i>
<i>Adaptability</i>	School Leadership	.916	Very Strong Correlation	.000	<i>Significant</i>
	<i>Internal Stakeholders Participation</i>	.897	Very Strong Correlation	.000	<i>Significant</i>

<i>School Based Resources</i>	.915	Correlation Very Strong Correlation	.000	<i>Significant</i>
<i>School Performance Accountability</i>	.897	Correlation Very Strong Correlation	.000	<i>Significant</i>

It is interesting to note that significant correlations exist between the level of supervisory skill of the school head in terms of communication and the school based management in terms of school leadership ($r=.842$, $p=.000$), internal stakeholder ($r=.863$, $p=.000$), school based resources ($r=.863$, $p=.000$), school performance accountability ($r=.803$, $p=.000$), accountability ($r=.865$, $p=.000$). The correlations are all positive and very strong. This means that good communication of the school heads with the teacher shape vision of every member, stakeholders encourage to participate in the school activities that help to provide teaching materials for the welfare of the students

Findings and Summary

This study aims to determine the relationship supervisory skills of public elementary school heads it's relation to the school-based management in Victoria Sub Office , Division of Laguna Specifically, the study sought to answer the following questions such as the profile of the Public School Heads with regards to age, sex, civil status, highest educational attainment; and length of supervisory and administrative experience What is the level of supervisory skills of the school heads as assessed by the teachers as to communication, conflict resolutions, decision making, strategic planning, time management; and adaptability. The level of school-based management as to school leadership, internal stakeholders participation, school based resources; and school performance accountability the profile of the public school heads have significant relationship to the school based management in Victoria Sub Office. The relationship between supervisory skills of school heads to the school based management in Victoria Sub Office.

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Conclusion

In conclusion, after extensive research and analysis, it can be stated that the findings have provided significant insights into the topic under study. The conclusions drawn from the research have been based on a thorough examination of the data collected, and have been supported by sound reasoning and evidence related to the supervisory skills of the school heads.

The following conclusions are drawn from the findings:

1. According to the study's findings, the profile of school leaders in terms of age, sex, and civil status are not reliable indicators of how well a school is run. Additionally, it is found that school administrators' decisions are not much influenced by their gender. Meanwhile, a solid indication of school-based management is educational attainment, which is a component of school heads' profiles. There are strong correlations between school leadership and school performance accountability while weak correlations exist between internal stakeholder participation and school-based resources. Significant correlations also exist between the profile of school heads and the length of supervisory experience and level of school-based management.

2. Based on the result, there is significant correlation between levels of principals' supervisory competence in communication, conflict resolution, decision making, strategic planning, time management, and adaptability. This means that good communication between school leaders and teachers will shape the vision of each member, and encourage stakeholders to participate in school activities and provide teaching materials for the benefit of students. To do. This shows that school leaders skilled in conflict resolution consistently address school concerns and difficulties effectively. This will support the school flow efficiently and systematically. This means that school leaders act as team leaders and share responsibility by involving parents, students, teachers, and department heads in policy decisions.

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