Leveraging Professional Learning: Enhancing Instructional Supervision to Support Teacher Growth

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Abstract

Effective teachers are fundamental to student success, making it critical to support their ongoing professional development. However, instructional supervision, intended to improve teacher performance, can be limited in its impact. This study investigates the potential of professional learning to enhance instructional supervision and ultimately support teacher growth within the District of Daram II during the 2022-2023 school year. By examining the relationship between these factors in this specific context, the study aimed to identify best practices.

This study examined the role of professional learning in enhancing instructional supervision in support for the professional growth of teachers in the District of Daram II, Schools Division of Samar during the School Year 2022-2023.

In this study, the following hypotheses were tested: There is no significant difference in the assessments of the two groups of respondents relative to the core behavioral competencies of the school administrators in terms of the identified areas. There is no significant difference in the evaluations of the two groups of respondents relative to the leadership competencies of the school administrators in terms of the identified areas. There is no significant relationship between the performance of the teacher-respondents based on the latest COT and the following; school administrator-related profile variates, teacher-related variates, assessed core behavioral competencies, and evaluated leadership competencies.

It was concluded that the majority of school administrators are female (68 percent) with a concentration in the 35-39 and 40-44 age ranges. This suggests a potential need to examine gender balance and age diversity in leadership roles. Most administrators are married (80 percent). A strong emphasis on advanced degrees with the majority (64 percent) holding Master's degrees. This highlights a commitment to professional development and raises questions about the impact on teacher perception and organizational culture. The income distribution reveals relatively modest variations. More granular data would be needed to understand if this reflects broader compensation structures within the educational system. High concentration of administrators with 5 years or fewer of experience. This suggests the need for robust onboarding, mentoring, and succession planning within the system. A significant perception gap exists between how administrators see themselves and how teachers assess them. Both groups rate administrators highly, though a minor discrepancy exists in the area of due process and civil rights. This highlights the need to build a clear, shared understanding of performance goals and success measures. It was further recommended that the study may be conducted focusing on other areas of core and behavioral competencies of school administrators.

Keywords: Assessment, Behavioral Competency, COT, Innovation., Instructional Supervision, Intervention Program, IPCRF, Leadership Competency, Leading People, OPCRF, People Development, People Performance Management, Performance, Professionalism, Result Focus, School Administrator, Self-Management, Supervision, Teaching Performance, Teamwork.

1. Introduction

The teachers' instructional effectiveness is considered a key to achieve optimum gains in the teaching-learning process. In order to ensure this strength, teachers' efficiency in the educational environment must be sustained as this is an important aspect that promotes student achievement and professional development. In support to this idea, supervision to teachers must be constant as this has been one of the most important functions of our educational system.

According to the Basic Education Republic Act 9155, that there shall be a school head for all public elementary schools and public high schools or a cluster thereof. The establishment of integrated schools from existing public elementary and public high schools shall be encouraged. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects and services.

Moreover, according to Tyagi (2010), instructional supervision provides guidance, support and empowerment of teachers for their professional development in the teaching-learning process. Supervision provides teachers the support, knowledge and skills that enable them to succeed. Moreover, the quality of instructional supervision develops among teachers' good perceptions and positive attitudes towards the practice (Choy, 2011). Hoffman and Tesfaw (2012) added that teachers were convinced on the need of instructional supervisory engagements. Teachers welcome supervision if it is done in the right spirit with the aim of improving the learning process. It is also regarded that the quality of supervision practice is a key factor in determining school success (Hamzah, 2013).

Kuizon & Reyes (2014) further noted that quality education depends on the extent of implementation of instructional supervision especially in the public elementary and secondary schools as part of the duties and functions of instructional supervisors. In addition, Limon (2015) mentioned that instructional supervisors perform varied roles for the improvement and development of curriculum instruction. Instructional supervisors, both the internal and external to the school, are tasked to do supervisory works and carry out supervisory functions to help teachers improve learning conditions. As a result, there were improvements in the quality of instruction and academic performance in learning institutions. In this connection, Babalola & Hafsatu (2016) emphasized that the improvement of students' academic achievement is the measure of effective supervision.

The primary focus of school divisions is the enhancement of student learning. The formation of the professional learning communities' model as a staff development activity encourages the professional growth and development among its staff to focus on learning (DuFour & DuFour, 2003). Similarly, instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development, not a separate activity (Nolan & Hoover, 2004).

Moreover, school division administrative staffs are accountable to boards of education to ensure policies in theory support policies in practice. Since school divisions devote a large percentage of their budget to the expenditures of personnel, there is a natural link between the development of human resources and the efforts to improve student learning (DuFour & DuFour, 2003).

In addition, to ensure a positive result of staff development, the school climate must contain trust, mutual respect and a willingness to work collaboratively (Nolan & Hoover, 2004). In conjunction with staff

collaboration, principals who serve as staff developers will utilize supervision models that enable them to provide one-on-one staff development (DuFour & DuFour,2003). Instructional supervision models which contain elements and characteristics of professional learning communities can help support teacher growth and student learning.

Also, Aseltine et al. (2006), stated that new approaches to instructional supervision focus on the professionalism of teaching by supporting teachers to play a critical role in determining the focus of their professional efforts and places student learning at the center of the focus. The collective reflection and learning by a group of teachers and the establishment of a professional learning community holds the greatest potential for effecting student learning and the lifelong learning capacities of teachers (York-Barr et al., 2001).

School laws give authority, purpose and direction to school administrators, supervisors, and classroom teachers. The legal enactments in this country which have bearing on the status of school administration and supervision are the following; 1) The Philippine Constitution, the most important legal basis of the administration and supervision is found in certain provision of the Philippines Constitution, Section 8 of Article XV state that "all educational institutions shall be under the supervision of and subject regulation by the states. 2) Act Number 74 of the Philippine Commission, the administration of the Philippines Government during the early part of the American occupation was in the hands of the Philippines commission whose members were appointed by the President of the United States. The commission on January 21, 1901, passed Act Number 74, Section 1 of which established a Department of Public Instruction, which has executive control and general supervision of all schools already established by the Military authorities. 3)Commonwealth Act Number 180, this Act is the present basic law governing private education in this country. It amended Act Number 2706 which provided for the government regulation and supervision of private schools, colleges and universities. 4) Executive Order Number 94, (based on upon the Reorganization Act of 1947).

A few crucial duties of supervision include providing direction, developing policies, analyzing teaching-learning situations, identifying problem areas, and offering solutions, and it has been found that instructional supervision and teachers' teaching performance in some schools of the District of Daram II have these few problems; hindered by lack of instructional resources, uncooperative attitude of teachers to be supervised, as well as excessive administrative workload of school supervisors and administrators.

It is in this context that the researcher was motivated to determine the improvised instructional supervision of school administrators and teachers' teaching performance to help in enhancing staff relationships of teachers and school administrators as well as group dynamics and educational outcomes for the learners.

1.1. Research Questions

This study examined the role of professional learning in enhancing instructional supervision in support for the professional growth of teachers in the District of Daram II, Schools Division of Samar during the School Year 2022-2023. Specifically, it sought answers to the following questions:

1.   What is the profile of the school administrator-respondents in terms of the following personal characteristics:

1.1   age and sex;

1.2   civil status;

1.3   highest educational attainment;
1.4   gross monthly family income;
1.5   number of years as school administrator;
1.6   performance rating based on the latest OPCRF;
1.7   relevant in-service training; and
1.8   attitude toward instructional supervision?

2.   What is the profile of the teacher-respondents in terms of the following personal characteristics:
2.1   age and sex;
2.2   civil status;
2.3   highest educational attainment;
2.4   gross monthly family income;
2.5   number of years in teaching;
2.6   performance rating based on the latest IPCRF;
2.7   relevant in-service training; and
2.8   attitude toward instructional supervision?

3.   What is the core behavioral competencies of the school administrators as assessed by the two groups of respondents in terms of:
3.1   self-management;
3.2   professionalism and ethics;
3.3   result focus;
3.4   teamwork; and
3.5   innovation?

4.   Is there a significant difference in the assessments of the two groups of respondents relative to the core behavioral competencies of the school administrators in terms of the foregoing areas?

5.   What are the leadership competencies of the school administrators based on the evaluation of the two groups of respondents in terms of:
5.1   leading people;
5.2   people performance management; and
5.3   people development?

6.   Is there a significant difference in the evaluations of the two groups of respondents relative to the leadership competencies of the school administrators in terms of the foregoing areas?

7.   What is the performance of the teacher-respondents based on the latest Classroom Observation Tool (COT)?

8.   Is there a significant relationship between the performance of the teacher-respondents based on the latest COT and the following:
8.1   school administrator-related profile variates;
8.2   teacher-related variates;
8.3   assessed core behavioral competencies; and
8.4   evaluated leadership competencies?

9.   What intervention program may be developed based on the findings of the study?

1.2. Conceptual Framework

Figure 1 presents the conceptual framework of the study elucidating the working process and the relationships between variables. The schema is an independent-dependent variable (IDV) model adopted from Salkind (2010). The base of the figure reflects the locale of the study, which is the District of Daram II, Schools Division of Samar, involving the school administrators and teachers as respondents. The progress of the study is represented by the upward arrow whereby the next frame from the base containing five small boxes reflects the independent and dependent variables. The box at the upper left side contains the profile of teachers in terms of age and sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, performance rating based on the latest IPCRF, relevant in-service training, and attitude toward instructional supervision. While the box at the lower left side contains the profile of the school administrators in terms of age and sex, civil status, highest educational attainment, number of years as school administrator; gross monthly family income, performance rating based on the latest OPCRF, relevant in-service training, and attitude toward instructional supervision.
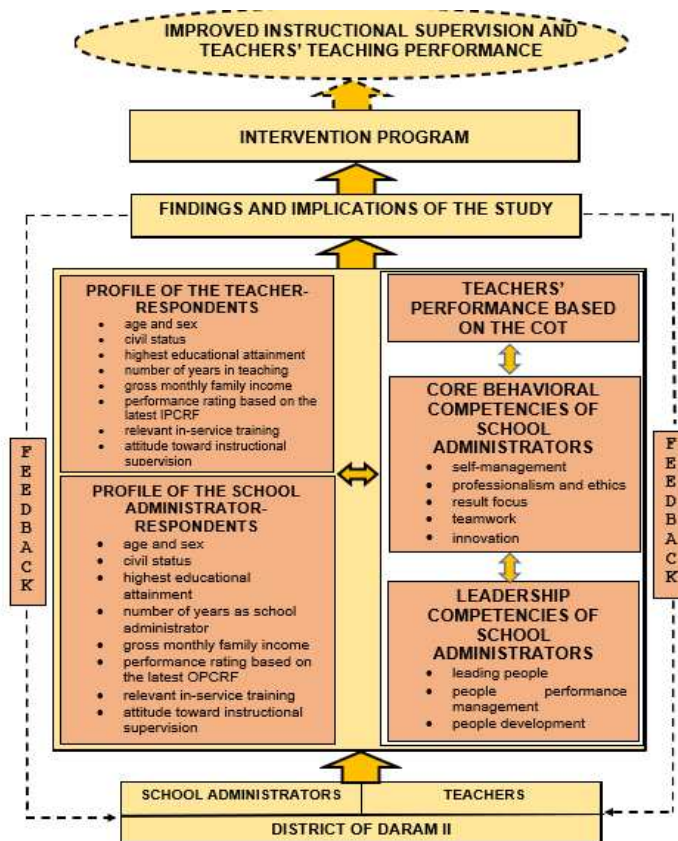

Fig. 1. Research Paradigm

Furthermore, the upper right box contains the performance of the teachers based on the latest COT while the middle right box contains the leadership competencies of the school administrators in terms of leading people, people performance management, and people development and the lower right box contains the core behavioral competencies of the school administrators in terms of self-management, professionalism and ethics, result focus, teamwork, and innovation.

The next frame reflects the findings and implications of the study as the result of the working process undertaken which served as input for an intervention program that led to the ultimate goal of the study, the improved instructional supervision and teachers' teaching performance. A feedback mechanism was provided from the findings and implications of the study to the respondents of the locale of the study whereby the results and implications were communicated with them for intervention.

1.3. Theoretical Framework

This study was anchored on the following theories: Behaviorism Theory by Pavlov, Contingency Theory by Thompson and Scaffolding Theory by Vygotsky.

The Behaviorism Theory espoused by Pavlov (1900) posits that behavior must be observable. Pavlov concluded that learning was taking place because he observed the dogs salivating in response to the sound of a tone. All behaviors are a product of the formula stimulus-response.

Early in the 1900s a physiologist by the name of Ivan Pavlov devised an approach to the study of learning based heavily on behavior – something that could be easily seen, described, and measured objectively. Pavlov's behaviorism theory posits that learning occurs through the process of classical conditioning. Classical conditioning occurs when two stimuli are presented close together.

Furthermore, Thompson's work is a classic of Contingency Theory in organizational theory and essentially suggests that, for organizations attempting to act rationally, the optimal structure will be highly contingent a large number of factors.

Most of our beliefs about complex organizations follow from one or the other of two distinct strategies. The closed-system strategy seeks certainty by incorporating only those variables positively associated with goal achievement and subjecting them to a monolithic control network. The open-system strategy shifts attention from goal achievement to survival and incorporates uncertainty by recognizing organizational interdependence with environment. A newer tradition enables us to conceive of the organization as an open system, indeterminate and faced with uncertainty, but subject to criteria of rationality and hence needing certainty. With this conception the central problem for complex organizations is one of coping with uncertainty.

Moreover, Vygotsky's Scaffolding is a theory that focuses on a student's ability to learn information through the help of a more informed individual. When used effectively, scaffolding can help a student learn content they would not have been able to process on their own

Instructional scaffolding, also known as "Vygotsky scaffolding" or just "scaffolding," is a teaching method that helps students learn more by working with a teacher or a more advanced student to achieve their learning

goals. The theory behind instructional scaffolding is that, compared to learning independently, students learn more when collaborating with others who have a wider range of skills and knowledge than the student currently does. These instructors or peers are the "scaffolding" who help the student expand his learning boundaries and learn more than he would be able to on his own.

Vygotsky scaffolding is part of the education concept "zone of proximal development" or ZPD. The ZPD is the set of skills or knowledge a student cannot do on his own but can do with the help or guidance of someone else. It is the skill level just above where the student currently is. ZPD is often depicted as a series of concentric circles. The smallest circle is the set of skills a student can learn on his own, without any help. Next is the ZPD, or skills a student would not be able to do on his own, but can do with a teacher or peer helping him. Beyond that are skills the student cannot do yet, even with help.

Teacher supervision is a management process involving teacher and a supervising principal, henceforth known as the "supervisor" for brevity, where the goal is to enhance the possibility and potential of schools to contribute more effectively to the academic achievement of the students. This supervision includes, but is not limited to, monitoring the students' progress, conducting in-class observations, providing the teacher with constructive feedback, support, and guidance toward professional development activities. Teacher supervision must ultimately provide the teacher with growth opportunities to learn and to cooperate better to become more effective in the classroom (Sergiovanni & Starrat 2006).

In this sense, Serfiovanni & Starrat (2006), saw the learning community as the means to achieve the most promising collective teacher supervision, as "the heart of supervisory leadership is designing opportunities for teachers to continuously expand their capacity to learn, to care, to help each other, and to teach more effectively. They view schools as learning communities where students, teachers, and supervisors alike are learners and teachers depending upon the circumstances. Individual teacher supervision by the school principal is defined as a specific and unique relationship between the supervising principal and the supervised teacher. Three phases of operation by the supervisor have been identified in the model proposed by Bouchamma (2005), namely, the pre-observation meeting, the scheduled observation, and the post-observation meeting.

The foregoing theories supported the study at hand as they expose how instructional supervision plays important role in the teaching-learning activity.

2. Methodology

This chapter discusses the method used by the researcher in the conduct of the study. It includes, among others, research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

2.1. Research Design

The study utilized the quantitative approach that aims to examine the role of professional learning in enhancing instructional supervision in support for the professional growth of teachers in the District of Daram II, Schools Division of Samar during the School Year 2022-2023.

The profile of the school administrator-respondents in terms of their age and sex, civil status, highest educational attainment, number of years as school administrator, gross monthly family income, performance rating based on the latest OPCRF, relevant in-service training, and attitude toward supervision were determined as well as the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, performance rating based on the latest IPCRF, relevant in-service training, and attitude toward supervision.

Furthermore, the two groups of respondents assessed the core behavioral competencies of the school administrators in terms of self-management, professionalism and ethics, result focus, teamwork, and innovation which were compared for any significant difference.

Moreover, the leadership competencies of the school administrators were determined in terms of the following indicators, namely: leading people, people performance management, and people development were elicited based on the evaluation of the two groups which were compared for any significant difference. The performance of the teacher-respondents based on the latest classroom observation tool (COT) were determined.

The study was correlational considering that the teachers' teaching performance based on the COT was associated with the following factors, namely: teacher-related variates and, school administrator-related variates, assessed core behavioral competencies; and evaluated leadership competencies

Descriptive and inferential statistical tools were used in the treatment of the data that were gathered which included the following: Frequency Count, Percentage, Median, Mean Absolute Deviation, Mode, Mann-Whitney U-Test for Independent Samples, Cramer's V Test, Chi-Square Test, Spearman's Rank Coefficient of Correlation, and Fisher's t-Test.

2.2. Locale of the Study

The study was conducted in the District of Daram II, Schools Division of Samar involving all elementary schools, namely: Bakhaw Elementary School, Burgos Elementary School, Cabil-isan Elementary School, Cabiton-an Elementary School, Cagutsan Elementary School, Calawan-an Elementary School, Canduque Elementary School, Canloloy Elementary School, Cansaganay Elementary School, Casab-ahan Elementary School, Daram II Central Elementary School, Guindapunan Elementary School, Iquiran Elementary School, Jacopon Elementary School, Losa Elementary School, Lucob-lucob Elementary School, Mabini Elementary School, Manduyocan Elementary School, Mayabay School, Canduque Elementary School, Canloloy Elementary School, Cansaganay Elementary School, Casab-ahan Elementary School, Daram II Central Elementary School, Guindapunan Elementary School, Iquiran Elementary School, Elementary School, Mongolbongol Elementary School, Nipa Elementary School, San Jose Elementary School, Saugan Elementary School, Sua Elementary School, Sugod Elementary School, Tugas Elementary School, and Ubo Elementary School.
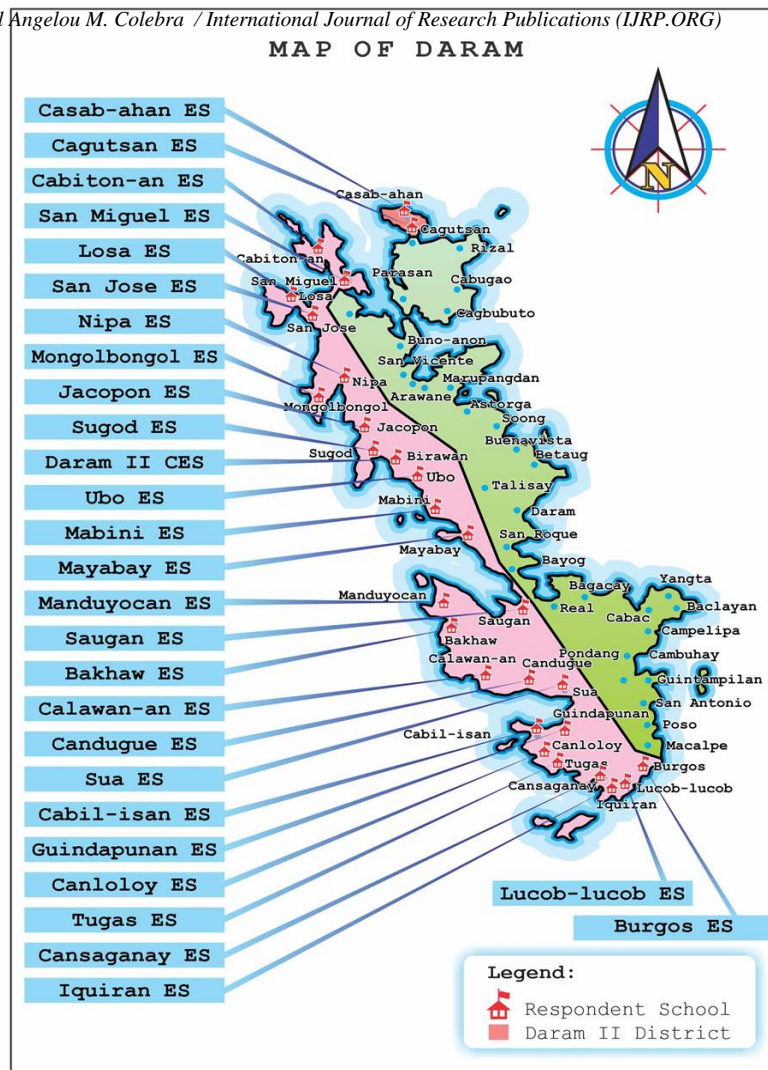
MAP OF DARAM

Casab-ahan ES
Cagutsan ES
Cabiton-an ES
San Miguel ES
Losa ES
San Jose ES
Nipa ES
Mongolbongol ES
Jacopon ES
Sugod ES
Daram II CES
Ubo ES
Mabini ES
Mayabay ES
Manduyocan ES
Saugan ES
Bakhaw ES
Calawan-an ES
Candugue ES
Sua ES
Cabil-isan ES
Guindapunan ES
Canloloy ES
Tugas ES
Cansaganay ES
Iquiran ES

Lucob-lucob ES
Burgos ES

Legend:
🏫 Respondent School
🟥 Daram II District

Fig. 2. Map Showing the Locale of the Study

2.3. Sampling Procedure

The researcher employed universal sampling for the teacher-respondents and school administrator-respondents. That is, all teachers and school administrators in the District of Daram II considered respondents for this study.

The researcher employed universal sampling for the school administrator and teacher-respondents. That is, all school administrators and teachers in the District of Daram II were considered respondents for this study.

There are 28 school administrators and a total of 140 teachers among the elementary schools covered by the District of Daram II, Schools Division of Samar.

Table A

The Number of Respondents by School and by Category of the District of Daram II

School	School Administrators	Teachers
Bakhaw ES	1	6
Burgos ES	1	4
Cabil-isan ES	1	3
Cabiton-an ES	1	7
Cagutsan ES	1	5
Calawan-an ES	1	5
Candugue ES	1	6
Canloloy ES	1	3
Cansaganay ES	1	2
Casab-ahan ES	1	5
Daram II Central ES	1	7
Guindapunan ES	1	3
Iquiran ES	1	1
Jacopon ES	1	7
Lucob-Lucob ES	1	2
Losa ES	1	6
Mabini ES	1	5
Mandoyucan ES	1	3
Mayabay ES	1	8
Mongolbongol ES	1	6
Nipa ES	1	7
San Jose ES	1	7
San Miguel ES	1	4
Saugan ES	1	6
Sua ES	1	6
Tugas ES	1	7
Ubo ES	1	6
Sugod ES	1	3
Total	**28**	**140**

2.4. Instrumentation

The researcher utilized the survey questionnaire as the main instrument in the collection of pertinent data of this study while documentary analysis was employed for the teachers' performance based on the COT which was taken from the school forms. The researcher prepared two sets of questionnaires; one set for the school administrator-respondents and another set for the teacher-respondents. The questionnaire for the school administrator and teacher-respondents composed of four parts.

Part I gathered the personal profile of the school administrator and teacher-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, number of years as school administrator for administrator-respondents, and number of years in service for teacher-respondents, gross monthly family income, performance rating based on the latest OPCRF for administrator-respondents, and performance rating based on the latest IPCRF for teacher-respondents, and relevant in-service training.

Part II appraised the attitude toward supervision. It composed of 10 attitude statements that appraised by the teacher-respondents. A five-point Likert scale was used for the attitudinal questionnaire as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III of the questionnaire elicited the core behavioral competencies of the school administrators in terms of self-management, professionalism and ethics, result focus, teamwork, and innovation. It composed of 5 indicators which were assessed using the following scale: 5 for Extremely Competent (EC), 4 for Highly Competent (HC), 3 for Moderately Competent (MC), 2 for Slightly Competent (SC), and 1 for Not Competent (NC).

Part IV evaluated the leadership competencies of the school administrators in terms of leading people, people performance management; and people development. It composed of 3 indicators which evaluated using the following scale: 5 for Extremely Competent (EC), 4 for Highly Competent (HC), 3 for Moderately Competent (MC), 2 for Slightly Competent (SC), and 1 for Not Competent (NC).

2.5. Validation of the Instrument

The questionnaire was adapted from the study of Bañados (2006) and validated through expert validation through the members of the panel of oral examiners. The focus of the validation was on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents. Their suggestions were considered and incorporated in the final form that were reproduced for data collection.

2.6. Data Gathering Procedure

The researcher sought the approval from the Schools Division Superintendent of the Schools Division of Samar to conduct this study and asked assistance from the school administrator for the fielding of the questionnaires.

The researcher personally administered the fielding of the questionnaire to the respondents through face-to-face interview with probing to validate vague responses. After gathering the survey questionnaires, the data were culled out, tabulated and fed to a computer for machine processing using Microsoft Excel. A 100 percent retrieval was ensured to come up with adequate samples.

During the conduct of gathering data, the biggest challenge was when maintaining the motivation to keep going despite obstacles in research most especially in going to 28 barangays or islands, the distances between one island to another hindered most especially when there were big waves while travelling, and the pressures of work and personal commitments.

Researcher had to work within specific time frames and with limited resources. These constraints made collecting extensive datasets challenging. Also, ensuring the reliability and quality of collected data was critical for the researcher.

2.7. Statistical Treatment of Data

To ensure confidence and reliability of the results, the following statistical treatments were employed in analyzing the collected raw data. These include Frequency Count, Percentage, Median, Mean Absolute Deviation, Mode, Mann-Whitney U-Test for Independent Samples, Chi-Square Test, Spearman's Rank Coefficient of Correlation, Fisher's t-Test, and Cramer's V Test.

Frequency Count. This statistic was used in reporting the profile of the respondents in terms of the identified personal characteristics of the administrator- and teacher-respondents.

Percentage. This tool was used to convert magnitude of occurrences with respect to the total number of samples. This was used in the interpretation of simple numerical facts particularly on the identified personal characteristics of the administrator and teacher-respondents.

Median. This statistical tool was used to express the middle most point of some of the identified characteristics of the respondents specifically on the ratio and interval scale data that are not normally distributed.

Mean Absolute Deviation. This tool was used to describe the extent to which not normally distributed data set were varied.

Mode. This tool was used to determine the most frequently occurring observation determined by the highest registered frequency in the step distribution (Walpole, 1989:207).

Weighted Mean. This was used to express the collective percentage of each group of respondents.

Mann-Whitney U-Test for Independent Samples. This tool was used to compare two independent groups of variables which are in not normal distribution (Walpole, 1989).

Cramer's V Test. This was used to examine the association between two categorical variables when there is more than a 2 X 2 contingency (e.g., 2 X 3). In these more complicated designs, phi is not appropriate, but Cramer's statistic is. Cramer's V represents the association or correlation between two variables.

Furthermore, in all cases in the testing of the hypotheses, the decision whether the null hypothesis would be accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the α; otherwise, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α.

Finally, the hypothesis testing assumed the level of significance equals to α=0.05 in a two-tailed test. Available statistical software or packages utilized for accuracy and precision in the data processing.

Chi-Square Test. This was used to determine the relationship between nominal dependent variables (Walpole,1989:390).

Spearman's Rank Coefficient of Correlation. The Spearman's Rho was employed to associate linear relationship between two variables which are in a not normal distribution (Walpole, 1997:460).

Fisher's t-Test. This was used to test the significance of relationship between paired variables.

3. Results and Discussion

This section presents the findings of the study:

1. The majority of school administrators are female (68%) with a concentration in the 35-39 and 40-44 age ranges. This suggests a potential need to examine gender balance and age diversity in leadership roles.

2. Most administrators are married (80%). This could be explored further to understand how civil status might intersect with job satisfaction and performance.

3. A strong emphasis on advanced degrees with the majority (64%) holding Master's degrees. This highlights a commitment to professional development and raises questions about the impact on teacher perception and organizational culture.

4. The income distribution reveals relatively modest variations. More granular data would be needed to understand if this reflects broader compensation structures within the educational system.

5. High concentration of administrators with 5 years or fewer of experience. This suggests the need for robust onboarding, mentoring, and succession planning within the system.

6. Nearly all administrators were rated as 'Outstanding' or 'Very Satisfactory' on their latest review. This prompts a deeper look at the rigor of the evaluation process and whether it reflects realistic performance differentiation.

7. Limited engagement with in-service training beyond the local level raises concerns about access to professional development and administrators' exposure to broader educational practices and trends.

8. Generally positive scores suggest a strong underlying relationship with teachers, particularly in areas of communication, clear expectations, and fostering a positive learning environment.

9. A significant perception gap exists between how administrators see themselves and how teachers assess them. This calls for increased transparency and collaborative communication regarding decision-making processes.

10. Both groups rate administrators highly, though a minor discrepancy exists in the area of due process and civil rights. This underscores the importance of open communication and a clear commitment to upholding these principles.

11. Result Focus: Administrators rate themselves significantly higher than teachers do on all indicators in this competency area. This highlights the need to build a clear, shared understanding of performance goals and success measures.

4. Conclusion

From the findings of the study, the following conclusions were drawn:

1. The heavy concentration of female administrators in the 35-49 age bracket raises questions about: How well does the current system support administrators with various family structures?

2. While the high percentage of married administrators is in line with broader societal trends, further investigation could illuminate: Are there potential biases favoring certain civil statuses? Does civil status influence job satisfaction or career trajectories within educational leadership?

3. The prevalence of Master's degrees among administrators points to: there is a strong commitment to professional development and meeting high qualifications within this group, is the compensation structure adjusted to reflect the advanced education held by administrators? And do teachers perceive the advanced degrees as a benefit or potential barrier in relating to administrators?

4. Income Modesty and Experience Disparity: Are administrator salaries competitive and equitable compared to similar positions in the region? Would greater transparency in compensation structures address potential concerns?

5. The concentration of less experienced administrators calls for robust mentorship and leadership development programs to ensure a smooth transition and consistent quality as seasoned leaders retire.

6. The overwhelmingly positive performance ratings for administrators suggest: are evaluation tools sufficiently challenging and nuanced to distinguish various levels of performance excellence? and could this lead to administrator overconfidence, potentially hindering the ability to receive constructive feedback?

7. Administrator professional development seems focused locally. This could lead to: limited exposure to broader trends in education and might restrict innovation and adoption of new best practices and opportunities to network and learn from peers in other settings could combat a siloed mindset.

8. Generally positive scores on the 'Attitude Toward Supervision' scale indicate: there is a baseline of trust and collaboration in place between teachers and administrators and discrepancies highlight areas where communication and alignment can be further strengthened.

9. Administrators consistently rate themselves more favorably than teachers do. This emphasizes the need to: increase clarity on decision-making processes and rationales behind choices made by

administrators and create formal mechanisms for teachers to provide regular, constructive feedback to administrators.

10. Even minor discrepancies in perception highlight the critical importance of: proactive, open communication reaffirming a shared commitment to upholding these principles and ensuring school policies and practices align perfectly with due process and civil rights standards.

11. Administrators' higher self-assessments on result-focused competencies indicate: that teachers and administrators need to collaborate on defining what success looks like in measurable terms and metrics should measure tangible impact on student learning and well-being, not just on administrators' activity levels.

5. Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are offered:

1. Conduct an internal audit to examine: hiring practices for leadership positions: Are there unconscious biases? Are they equally accessible to all?

2. Review policies related to flexible schedules, support for working parents, and potential biases based on civil status. Include training for administrators and staff on fostering inclusivity regardless of civil status, focusing on eliminating unconscious biases that might affect job satisfaction or career paths.

3. Analyze the salary structure to ensure it adequately reflects the investment in Masters degrees among administrators. Consider: financial incentives for advanced qualifications and leadership tracks tied to specific credentials.

4. Survey teachers to determine if they view advanced degrees held by administrators as assets, barriers, or neutral in terms of collaboration and effectiveness.

5. Conduct a salary comparison study against similar school districts and comparable positions in the region to assess competitiveness.

6. If feasible, increase transparency within the compensation structure, clarifying how experience and qualifications factor into pay scales.

7. Develop structured programs specifically targeting: pairing highly experienced with newer administrators for knowledge transfer and identifying and developing high-potential leaders early in their careers.

8. Revisit performance evaluation instruments to ensure they can effectively discriminate between "good" and "outstanding" leadership. Consider: incorporating 360-degree feedback and including more concrete, behavior-based criteria.

9. Design professional development focusing on self-awareness for administrators. Emphasize that receiving and seeking constructive feedback is a sign of strength.

10. Support administrators in attending conferences, workshops, and other professional development events outside the organization.

11. Encourage administrators to build professional learning networks with peers in geographically diverse settings.

12. Periodically bring in external experts to present on innovative practices and current educational trends.

13. Create clear channels for administrators to communicate the rationale behind key decisions with both staff and students.

14. Establish regular, structured ways for teachers to provide constructive, anonymous feedback to their administrators.

15. Proactively host workshops or training sessions for all staff to review and reinforce understanding of due process and civil rights policies and procedures.

16. Involve teachers and administrators in jointly establishing clear KPIs (Key Performance Indicators) tied directly to student outcomes.

17. Shift success metrics away from administrators' actions alone, focusing on the tangible impact on student learning, achievement, and well-being.

18. Further study may be conducted focusing on other areas of core and behavioral competencies of school administrators.

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