



ASSESSMENT IN THE INSTRUCTIONAL SUPERVISORY PRACTICES OF PUBLIC SECONDARY SCHOOL HEADS

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Abstract : This research study aimed to assess the instructional supervisory skills of public secondary school heads in the First Congressional District of Schools Division Office I Pangasinan during the school year 2023-2024. The study found out that, on profile of the heads, majority of the respondents were already old. Most of them were female and married. Majority of them finished Doctor of Education/Doctor of Philosophy while some are with doctorate units. Majority of the school heads had only minimum years administrative and supervisory experience. The school heads are highly skilled in terms of curriculum and instructional supervision; organization and personnel management; planning, assessing and reporting teaching learning outcomes; school plant, resources and facilities management; personal, social growth and professional development; and school, community linkages and public relation. There was a significant difference on the level of supervisory skills of the school heads as assessed by the teachers and the school heads themselves in terms of the different aspects with respect to the different criteria. There was a significant difference on the level of instructional supervisory skills of the school heads as assessed by the teachers and the school heads themselves in terms of the aspects with respect to their profile. There was a significant difference between the assessment of the school heads and teachers in Curriculum and Instructional Supervision; and Planning, Assessing and Reporting Teaching Learning Outcomes and Personal, Social and Professional Development as to age and administrative experience.

Keywords: instructional supervisory, school heads, profile

INTRODUCTION

In every school the principal plays a very important role in the educational tasks. In the shoulder of every principal rests the success or failure of the school. The principal shall function as educational manager, administrative planner and instructional supervisor. As instructional supervisors, 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 destructed by many non-teaching activities and is well supervised and given a voice in improving the teaching-learning environment.

Luistro (2010) during the Principals' Forum of the National Capital Region – Philippine Elementary School Principals' Association (NCR-PESPA), said that principals should not be confined in their offices but out in the schools where the action is. "Principals, who just stay in their offices and do not personally monitor the situation in their respective schools, do not transform Philippine education. The principals should be doing the rounds, inquiring on the needs of the teachers, feeling their inadequacies, sharing their joy and sympathizing in their grief because principals should be on top of everything that happens in the school." He explained that principals should possess the capability to translate the vision of the department into reality, of translating plans into action. An eternal optimist, Luistro said that, "I always want to see and draw out the best in everyone. To maximize the potentials of the young students, we should also maximize the potentials of the teachers and the principals

Espinosa (2005) in his study "Leadership Skills and Supervisory Effectiveness Of Elementary School Administrators" found out that the leadership skills of the elementary school administrators in the two districts of Dumangas, Iloilo City when the respondents were taken as a whole group and when they were classified according to the categories of variable gender, civil status and length of teaching experience was "very desirable" except on their educational attainment when teachers with master's degree described it as "desirable". The supervisory effectiveness of the school administrators in the two districts when respondents were taken as a whole group and when they were classified according to the categories of variables gender, civil status, and length of teaching experience and educational attainment was "very effective".

Sagcal (2000) made a study on “Supervisory Practices and Problems of School Administrators: Its Implication to Educational Management.” She found out that both the teacher and administrator respondent were still on their prime age, married and had been on their profession for quite long time. Moreover, majority of the teacher-respondent had taken up advance units, beyond their BS degree while few administrators had taken up advance units beyond their Masters’ degree.

In a similar study made by Borneo (2000) “An Assessment of Administrative and Supervisory Skills Communication Skills, and Human Relations among Administrators and Teachers”, she found out that administrators perceived themselves to be very good on their administrative and supervisory skills. On the other hand, teachers rated their administrators’ administrative and supervisory skills only as good. In this regard the null hypothesis was rejected since significant difference on the administrators’ and teachers’ perception on administrative and supervisory skills, communication skills and human relation skills have been found.

Based on her findings, she recommended an action program to enhance the administrators’ administrative and supervisory skills, communication skills and human relation skills addressed to school administrators in their Division. She further recommended a replication of her study so as to obtain a worthwhile perspective of administrative and supervisory skills, communication skills, and human relation skills.

In view of the significance of the principals’ role in the development and promotion of the school human and non-human resources, the output of this study will contribute something in setting up standards of performance that will guide leadership need and supervisory skills of elementary school principals.

Moreover, the result of this study may serve as springboard in the development of programs of supervisory and leadership training design that meets the existing needs of potential leaders or school principals.

Statement of the Problem

This study aimed to assess the instructional supervisory practices of public secondary school heads in First Congressional District of Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, the study sought to answer the following sub-problems;

1. What is the profile of the public secondary school heads in terms of:
 - a. age;
 - b. sex;
 - c. civil status;
 - d. highest educational attainment; and
 - e. administrative experience?
2. What is the level of instructional supervisory skills of the school heads as assessed by the school heads themselves and by the teachers?
 - a. Curriculum and instructional supervision;
 - b. Organization and personnel management;
 - c. Planning, assessing and reporting teaching learning outcomes;
 - d. School plant, resources and facilities management;
 - e. Personal, social growth and professional development; and
 - f. School, community linkages and public relation?
3. Is there a significant difference between the assessment of the school heads and the teacher respondents on the level of instructional supervisory skills of the school heads in terms of the different aspects?
4. Is there a significant difference on the level of instructional supervisory skills of the school heads in terms of their profile?
5. Based from the findings, what training design can be proposed to improve the instructional supervisory skills of elementary school heads?

METHODOLOGY

Research Design

The descriptive-evaluative method of research was used in this study. According to Sanchez (2000) the descriptive-evaluative method includes all those studies that describe, evaluate and interpret what it is. It is concerned with conditions of relationships that exist, practices that prevail, and beliefs, processes that are going on, effects that are being felt or trends that are developing. Hence, the researcher deems it as the most appropriate method for he wanted to find out the supervisory skills of public secondary school heads as assessed by the school heads themselves and by the teachers.

Sources of Data

The study was conducted in the first congressional district of Pangasinan with the secondary school heads as the respondents. The questionnaire checklist has two main parts, the first part is the information about the profile of the subject as regard to age, sex, civil status, educational qualification and years of experience in their present position. In addition, the second part is the assessment of the school heads’ supervisory skills like curriculum and instructional supervision; organization and personnel management; planning, assessing and reporting teaching learning outcomes; school plant, resources and facilities management; personal, social growth and professional development; and school, community linkages and public relation.

Instrumentation and Data Collection

After the questionnaire had been formulated and undergone expert validation and pre-testing, the researcher sought approval from the Division Superintendent and from the District Supervisor to conduct the study in 18 public secondary school heads in the First Congressional District of Schools Division Office I Pangasinan. After the approval, the researcher personally distributed the questionnaire in the different schools in the district.

Finally, upon completion and retrieval of the questionnaire checklist by the subject and by the respondents, the questionnaires were brought to the statistician for computation as basis in the analysis, interpretation, and for giving conclusions and recommendations.

Tools for Data Analysis

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

To identify the level of supervisory skills of the school heads as assessed by the school heads themselves and by the teachers in terms of curriculum and instructional supervision; organization and personnel management; planning, assessing and reporting teaching learning outcomes; school plant, resources and facilities management; and school, community linkages and public relation weighted mean and standard deviation were utilized.

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

To identify the significant difference on the level of supervisory skills of the school heads in terms of their profile, one-way ANOVA was used.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage of the Profile of the School Heads

Variable	Frequency	Percent
Age		
46 above	14	77.78
31-45	4	22.22
TOTAL	18	100
Sex		
Female	13	72.22
Male	5	27.78
TOTAL	18	100
Civil Status		
Single	1	5.55
Married	14	77.78
Widow	3	16.67
TOTAL	18	100
Educational Qualification		
PhD	1	5.55
EdD	3	16.67
EdD-CAR	1	5.55
MAED	5	27.78
MAED-CAR	3	16.67
MA Units	5	27.78
TOTAL	18	100
Administrative Experience		
25 and above	3	16.67
10-25	10	55.55

Below 10	5	27.78
TOTAL	18	100

The secondary school principals were the respondents of the study and their profile was determined in terms of sex, age, civil status, highest educational attainment and years of administrative experienced.

Table 1 on the net page, presents the frequency and percentage of the profile of the subject.

The table shows that majority of the subject are above 45 years old and only few of them are in their mid 30s. In terms of sex, majority of the subjects are female and only few are males. As to civil status, most of the subjects are married only few are widow and single.

With regards to educational qualification, out of 18 subjects there is only one (1) Doctor of Philosophy, three (3) Doctor of Education, five (5) Master of Arts in Education and five (5) earning units in Master of Arts in Education.

In terms of administrative experience, 13 of them had gone far in the service and only 5 are below 10 years of experience.

Table 2. Computed Weighted Mean on the Level of Supervisory Skills of the School Heads in Terms of Curriculum and Instructional Supervision

Curriculum and Instructional Supervision	School Heads		Teacher	
	Mean	VI	Mean	VI
1. Coordinates with the District/Division offices in the implementation of DepEd programs and projects.	4.65	Highly Skilled	4.44	Highly Skilled
2. Guides teachers deliver accurate and updated content knowledge using appropriate methodologies, approaches and strategies.	4.59	Highly Skilled	4.25	Highly Skilled
3. Helps teachers select, prepare and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.	4.47	Highly Skilled	4.14	Skilled
4. Assists teachers align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	4.65	Highly Skilled	4.26	Highly Skilled
5. Holds post teaching conference to evaluate the efficiency of the teachers and provide proper mentoring every after class observations.	4.71	Highly Skilled	4.19	Skilled
Overall	4.61	Highly Skilled	4.25	Highly Skilled

As shown in table 2, the supervisory skills in terms of curriculum and instructional supervision with the highest weighted mean of 4.71 verbally interpreted as highly skilled holds post teaching conferences to evaluate the efficiency of teachers and provide proper mentoring every after-class observation. While coordinate with the district/Division offices in the implementation of DepEd programs and projects obtained a weighted mean of 4.44 verbally interpreted as highly skilled as assessed by the teachers.

The result explains that the principals are highly skilled in giving post conferences and coordination with the District and Division offices in the implementation of programs and projects.

On the other hand, helping teachers select, prepare and utilize available technology and other materials appropriate to the learners and the learning objective obtained a low mean rating of 4.47 verbally interpreted as highly skilled and 4.14 verbally interpreted as skilled as assessed by the principals themselves and by the teachers respectively.

This implies that the teacher respondents are not satisfied on the way their principals help them in preparing and utilizing available technology and other instructional materials; and in holding post teaching conferences to evaluate teaching efficiency every after-class observations. These items are very important in the teaching learning process and should be given immediate and proper attention in order to uplift the level of performance of the teachers in the learning process.

Table 3. Computed Weighted Mean on the Level of Supervisory Skills of the School Heads in Terms of Planning, Assessing and Reporting Teaching Learning Outcomes

Planning, Assessing and Reporting Teaching Learning Outcomes	School Heads		Teacher	
	Mean	VI	Mean	VI
1. Develops and use a variety of appropriate assessment strategies to monitor and evaluate teaching and learning.	4.53	Highly Skilled	4.25	Highly Skilled
2. Provides timely and accurate feedback to teachers to encourage them to reflect on and monitor their own teaching/professional growth.	4.65	Highly Skilled	4.25	Highly Skilled

3. Keeps accurate records, grades and performance level of learners and teachers.	4.53	Highly Skilled	4.29	Highly Skilled
4. Develops and utilizes creative and appropriate instructional planning.	4.53	Highly Skilled	4.18	Skilled
5. Establishes and maintains consistent standards of teachers and learners behavior.	4.65	Highly Skilled	4.22	Highly Skilled
Overall	4.58	Highly Skilled	4.24	Highly Skilled

As shown in table 4, the instructional supervisory skills in aspect of planning, assessing and reporting teaching learning outcomes with the highest mean rating of 4.65 verbally interpreted as highly skilled as perceived by the principals themselves.

While keep accurate records, grades and performance level of learners and teachers obtained a mean rating of 4.29 verbally interpreted as highly skilled as assessed by the teachers.

The result emphasized that the principals perceived that they display at all times a high level of skills, abilities and attributes, initiatives and productivity in the development and use of variety of appropriate assessment strategies to monitor and evaluate teaching and learning, and establishment and maintenance of consistent standards of teachers and learners and keeping accurate records grades and performance level of teachers and learners.

This implies that the supervisory skills of the principals often exceed expectations based on standards and display high level of related skills, abilities, initiatives and productivity, exceeding requirements in many of the supervisory skills in the development and utilization of creative and appropriate instructional planning.

Table 4. Computed Weighted Mean on the Level of Supervisory Skills of the School Heads in Terms of School Plant, Resources and Facilities Management

School Plant, Resources and Facilities Management	School Heads		Teacher	
	Mean	VI	Mean	VI
1. Taps government, nongovernment agencies for provisions of school facilities and equipment.	4.82	Highly Skilled	4.31	Highly Skilled
2. Assists teachers with maximum utilization of the school surroundings and equipment without destroying them.	4.65	Highly Skilled	4.20	Highly Skilled
3. Conducts fund-raising campaigns to improve and upgrade the school's service centers.	4.53	Highly Skilled	4.15	Skilled
4. Maintains an accepting, permissive and non-threatening school atmosphere.	4.65	Highly Skilled	4.29	Highly Skilled
5. Observes transparency in money matters, school policy, activities and projects.	4.71	Highly Skilled	4.09	Skilled
Overall	4.67	Highly Skilled	4.21	Highly Skilled

Table 4 revealed the weighted mean of supervisory skills of school heads as to school plant, and facilities management.

As shown in table 5, the supervisory skills of principals in aspect of school plant, resources and facilities management with the highest mean rating of 4.82 and 4.31 verbally interpreted as highly skilled as perceived by the principals themselves and the teacher respondents is taps government, non-government agencies for provisions of school facilities and equipment respectively.

On the other hand, two of the aspects were rated very low by the teachers with a rated mean of 4.15 and 4.09 verbally interpreted as skilled were conducts fund-raising campaign to improve and upgrade the school's service centers and observes transparency in money matters, school policy, activities and projects respectively.

Table 5. Computed Weighted Mean on the Level of Supervisory Skills of the School Heads in Terms of Personal, Social Growth and Professional Development

Personal, Social Growth and Professional Development	School Heads		Teacher	
	Mean	VI	Mean	VI
1. Manifests personal qualities like enthusiasm, flexibility, caring attitude, collegiality among others.	4.88	Highly Skilled	4.36	Highly Skilled
2. Improves supervisory performance based on feedback from colleagues, superiors and others.	4.76	Highly Skilled	4.31	Highly Skilled
3. Updates oneself with recent developments in education through readings, attendance in continuing professional education and or training and seminars.	4.65	Highly Skilled	4.31	Highly Skilled
4. Demonstrates educational philosophy of school supervision.	4.65	Highly Skilled	4.21	Highly Skilled
5. Maintains appropriate appearance and decorum at all times	4.65	Highly Skilled	4.28	Highly Skilled
Over all	4.72	Highly Skilled	4.29	Highly Skilled

It can be gleaned in table 5, which in aspect of personal, social and professional development, the highest rated skill with a mean of 4.88 and 4.36 as assessed by the school heads themselves and by the teachers respectively was manifests personal qualities like enthusiasm, flexibility caring attitude and collegiality among others.

This finding indicated that the school heads performed their supervisory function effectively and religiously as to personal, social growth and professional development. This implies that the principals displayed at all times a high level of skills, abilities attributes, initiatives and productivity in which skills in this aspect were completed beyond level of expectations and therefore skills were outstanding.

Similar idea by Schermerhorn in 2008 that this essential skill of administrators is categorized into three such as technical, human, and conceptual skills that tend to vary by level of managerial responsibility. Technical skill is the ability to use special proficiency or expertise to perform particular task. These skills are acquired through formal education and further develop by training and job experience. It is the ability to apply expertise to perform task with proficiency. Human skill is the ability to work well in cooperation with other people. It emerges in the workplace as a spirit of trust, enthusiasm, and genuine involvement in interpersonal relationships. A manager with good human skills will have a high degree of self-awareness and a capacity to understand or empathize with the feelings of others. In addition to these managerial skills, he added the emotional intelligence which is according to him, is the important aspect to human skills. It is the ability to manage oneself and relationships effectively. Human skills and emotional intelligence are consistently important across all managerial levels.

As shown in table 7, the supervisory skills in aspect of school, community linkages and public relation with the highest rated mean of 4.94 and 4.43 verbally interpreted as highly skilled as assessed by the school heads themselves and by the teachers was informs parents, learners and other stakeholders regarding school policies and procedures respectively.

On the other hand, the least rated skill with a rated mean of 4.65 and 4.25 verbally interpreted as highly skilled as assessed by the school heads themselves and by the teachers were maintains an open line of communication with parents, teachers and the community and coordinates with the community and public officials for the wholesome growth and development of all learners and other personnel in the school.

Table 6. Composite Table on the Level of Supervisory Skills of the School Heads in Terms of the Following Aspects with Respect to the Different Criteria

Criteria	School Heads		Teacher	
	Mean	VI	Mean	VI
Curriculum and Instructional Supervision	4.61	Highly Skilled	4.25	Highly Skilled
Organization and Personnel Management	4.52	Highly Skilled	4.21	Highly Skilled
Planning, Assessing and Reporting Teaching Learning Outcomes	4.58	Highly Skilled	4.24	Highly Skilled
School Plant, Resources and Facilities Management	4.67	Highly Skilled	4.21	Highly Skilled
Personal, Social Growth and Professional Development	4.72	Highly Skilled	4.29	Highly Skilled

School, Community Linkages and Public Relation	4.71	Highly Skilled	4.30	Highly Skilled
Overall	4.64	Highly Skilled	4.25	Highly Skilled

As revealed in table 6, the over-all mean rating of the school heads on their supervisory skills in aspects of curriculum and instructional supervision, organization and personnel management, planning, assessing and reporting teaching learning outcomes, school plant, resources and facilities management, personal, social growth and professional development and school, community linkages and public relation were 4.54 verbally interpreted as highly skilled. While the over-all mean rating of the teachers in the different aspects were 4.25 with a verbal interpretation of highly skilled.

Table 7. Significant Difference on the Level of Supervisory Skills of the School Heads in Terms of the Different Aspects with Respect to the Different Criteria

Criteria	Respond-ents	Mean	Sd	t	df	P-value	Ho	VI
Curriculum and instructional supervision	SH	4.6118	.39668	2.573	272	.011	Reject	Significant
	teacher	4.2537	.56409					
Organization and personnel management	SH	4.5176	.45309	2.000	272	.047	Reject	Significant
	teacher	4.2117	.61949					
Planning, assessing and reporting teaching learning outcomes	SH	4.5765	.39926	2.283	272	0.23	Reject	Significant
	teacher	4.2381	.60178					
School plant, resources and facilities management	SH	4.6706	.36702	4.772	22.496	.000	Reject	Significant
	teacher	4.2078	.61715					
Personal, social growth and professional development	SH	4.7176	.39407	4.128	21.199	.000	Reject	Significant
	teacher	4.2942	.59713					
School, community linkages and public relation	SH	4.7059	.34726	4.366	22.881	.000	Reject	Significant
	teacher	4.0335	.59976					

As shown in table 7, curriculum and instructional supervision; organization and personnel management; planning, assessing and reporting teaching learning outcomes; school plant, resources and facilities management; personal, social growth and professional development; and school and community linkages and public relation obtained a computed t-test of 2.573; 2.000; 2.283; 4.772; 4.128; and 4.366 respectively with probability values of less than the .05 level of significance that resulted to the rejection of the null hypothesis paving the way to have significant result. Thus, there is a significant difference on the school heads' and teachers' perception on the instructional supervisory skills.

Table 8. Terms of the Different Aspects with Respect to Age

		SS	Df	MS	F	Sig.	Ho	VI
Curriculum and Instructional Supervision	Between Groups	2.413	2	1.206	3.911	.021	Reject	Significant
	Within Groups	83.608	271	.309				
	Total	86.021	273					

Organization and Personnel Management	Between Groups	.913	2	.457	1.212	.299	Accept	Not Significant
	Within Groups	102.109	271	.377				
	Total	103.022	273					
Planning, Assessing and Reporting Teaching Learning Outcomes	Between Groups	2.386	2	1.193	3.414	.034	Reject	Significant
	Within Groups	94.696	271	.349				
	Total	97.082	273					
School Plant, Resources and Facilities Management	Between Groups	.565	2	.282	.747	.475	Accept	Not Significant
	Within Groups	102.510	271	.378				
	Total	103.075	273					
Personal, Social Growth and Professional Development	Between Groups	1.047	2	.523	1.484	.229	Accept	Not Significant
	Within Groups	95.579	271	.353				
	Total	96.626	273					
School, Community Linkages and Public Relation	Between Groups	.680	2	.340	.961	.384	Accept	Not Significant
	Within Groups	95.918	271	.354				
	Total	96.598	273					

Table 8 on the next page, presents the computed t-test and verbal interpretation on the level of supervisory skills of the school heads in terms of the different aspects with respect to age.

As presented in table 8, Curriculum and instructional supervision; and planning, assessing and reporting teaching learning outcomes obtained p-values of .021 and .034 paving to have a significant difference on the level of supervisory skills of the principals with respect to their age. While organization and personnel management; school plant, resources and facilities management; personal, social growth and professional development; and school community linkages and public relation obtained a p-value of .299; .475; .299; and .348 resulting to the acceptance of the null hypothesis with a verbal interpretation of not significant.

Table 9. Terms of the Different Aspects with Respect to Sex

		SS	df	MS	F	Sig.	Ho	VI
Curriculum and Instructional Supervision	Between Groups	.041	1	.041	.130	.719	Accept	Not Significant
	Within Groups	85.980	272	.316				
	Total	86.021	273					
Organization and Personnel Management	Between Groups	.003	1	.003	.008	.930	Accept	Not Significant

	Within Groups	103.020	272	.379				
	Total	103.022	273					
Planning, Assessing and Reporting Teaching Learning Outcomes	Between Groups	.017	1 272	.017				Not Significant
	Within Groups	97.065		.357	.048	.828	Accept	
	Total	97.082	273					
School Plant, Resources and Facilities Management	Between Groups	.231	1 272	.231				Not Significant
	Within Groups	102.844		.378	.610	.435	Accept	
	Total	103.075	273					
Personal, Social Growth and Professional Development	Between Groups	.146	1 272	.146				Not Significant
	Within Groups	96.480		.355	.411	.522	Accept	
	Total	96.626	273					
School, Community Linkages and Public Relation	Between Groups	.044	1	.044				Not Significant
	Within Groups	96.554	272	.355	.124	.725	Accept	
	Total	96.598	273					

As presented in table 9, the computed p-values on the level of supervisory skills of the principals in terms of curriculum and instructional supervision; organization and personnel management; planning, assessing and reporting teaching learning outcomes; school plant, resources and facilities management; personal, social growth and professional development; and school community linkages and public relation were .719; .930; .828; .435; .522; and .725 respectively. The values are greater than the 0.05 level of significance with a decision to reject the null hypothesis verbally interpreted as not significant. The data revealed that assessment on the level of supervisory skills of the principals in terms of the different aspects with respect to sex was not significant. This indicate that principals whether male or female, they perform their supervisory functions highly proficient.

Table 10 , shows the computed level of significance, standard deviation and verbal interpretation on the level of supervisory skills of the principals in terms of the different aspects with respect to civil status. Table 10, revealed that civil status was not significantly related to the level of supervisory skills of the principals. This was evidenced by the obtained degree of freedom of 2 between groups and 271 within groups with a total of 271 and a level of significance of .362; .932; .641; .471; .528 and .402 respectively paving the way to accept the null hypothesis.

Table 10. Terms of the Different Aspects with Respect to Civil Status

		SS	df	MS	F	Sig.	Ho	VI
Curriculum and Instructional Supervision	Between Groups	.643	2	.321	1.020	.362	Accept	Not Significant
	Within Groups	85.378	271	.315				
	Total	86.021	273					
Organization and Personnel Management	Between Groups	.053	2	.027	.070	.932	Accept	Not Significant
	Within Groups	102.969	271	.380				
	Total	103.022	273					

Planning, Assessing and Reporting Teaching Learning Outcomes	Between Groups	.318	2	.159	.445	.641	Accept	Not Significant
	Within Groups	96.764	271	.357				
	Total	97.082	273					
School Plant, Resources and Facilities Management	Between Groups	.571	2	.286	.755	.471	Accept	Not Significant
	Within Groups	102.504	271	.378				
	Total	103.075	273					
Personal, Social Growth and Professional Development	Between Groups	.454	2	.227	.640	.528	Accept	Not Significant
	Within Groups	96.171	271	.355				
	Total	96.626	273					
School, Community Linkages and Public Relation	Between Groups	.647	2	.323	.914	.402	Accept	Not Significant
	Within Groups	95.951	271	.354				
	Total	96.598	273					

Table 11 on the next page, elicits the computed level of significance and verbal interpretation on the level of supervisory skills of the principals in terms of the different aspects with respect to educational qualification.

It can be gleaned from the table that the level of supervisory skill of the principals in curriculum and instructional supervision; organization and personnel management; planning, assessing and reporting teaching learning outcomes; school plant, resources and facilities management; personal, social growth and professional development; and school community linkages and public relations as assessed by the respondents in aspect Educational qualification was not significant. This was due to the obtained degree of freedom of 20 in between groups and 252 within groups with a total of 272 and computed level of significance of .390; .507; .351; .125; and .63 with the decision to accept the null hypothesis.

Table 11. Terms of the Different Aspects with Respect to Educational Qualification

		SS	df	MS	F	Sig.	Ho	VI
Curriculum and Instructional Supervision	Between Groups	6.692	20	.335	1.063	.390	Accept	Not Significant
	Within Groups	79.323	252	.315				
	Total	86.015	272					
Organization and Personnel Management	Between Groups	7.310	20	.365	.964	.507	Accept	Not Significant
	Within Groups	95.576	252	.379				
	Total	102.886	272					

Planning, Assessing and Reporting Teaching Learning Outcomes	Between Groups	7.745	20	.387	1.099	.351	Accept	Not Significant
	Within Groups	88.787	252	.352				
	Total	96.531	272					
School Plant, Resources and Facilities Management	Between Groups	9.915	20	.496	1.346	.151	Accept	Not Significant
	Within Groups	92.842	252	.368				
	Total	102.756	272					
Personal, Social Growth and Professional Development	Between Groups	9.608	20	.480	1.395	.125	Accept	Not Significant
	Within Groups	86.786	252	.344				
	Total	96.395	272					
School, Community Linkages and Public Relation	Between Groups	10.619	20	.531	1.560	.063	Accept	Not Significant
	Within Groups	85.756	252	.340				
	Total	96.375	272					

Table 12. Terms of the Different Aspects with Respect to Administrative Experience

		SS	df	MS	F	Sig.	Ho	VI
Curriculum and Instructional Supervision	Between Groups	2.748	2	1.374	4.592	.011	Reject	Significant
	Within Groups	79.904	267	.299				
	Total	82.652	269					
Organization and Personnel Management	Between Groups	1.702	2	.851	2.289	.103	Accept	Not Significant
	Within Groups	99.288	267	.372				
	Total	100.990	269					
Planning, Assessing and Reporting Teaching Learning Outcomes	Between Groups	1.136	2	.568	1.653	.193	Accept	Not Significant
	Within Groups	91.770	267	.344				
	Total	92.906	269					
School Plant, Resources and Facilities Management	Between Groups	.616	2	.308	.835	.435	Accept	Not Significant
	Within Groups	98.473	267	.369				
	Total	99.089	269					

Personal, Social Growth and Professional Development	Between Groups Within Groups Total	2.242 90.369 92.611	2 267 269	1.121 .338 	3.312 1.099	.038 .335	Reject Accept	Significant Not Significant
School, Community Linkages and Public Relation	Between Groups Within Groups Total	.754 91.530 92.284	2 267 269	.377 .343 				

Table 12 presents the computed level of significance, standard deviation and verbal interpretation on the level of supervisory skills of the principals in terms of the different aspects with respect to administrative experience.

As presented in table 14, two items rejected the null hypothesis. These were curriculum and instructional supervision; and personal, social growth and professional development. These items obtained a level of significance of .011 and .038 paving to have a significant difference on the level of supervisory skills of the principals with respect to their administrative experience.

Recommendations

1. An on-going faculty development and training program for qualified teachers on supervisory skills and practices should be a priority area to prepare and train future effective and efficient school heads.
2. All applicants for Principalship must be required to finish Master's Degree and/or Doctors Degree Program Major in Educational Management.
3. School heads must acquire experience and attend seminars, workshops; meetings which is relevant to their supervisory skills. They should continue updating themselves on current trends, especially in the field of education.
4. It is highly recommended that the output of the study be implemented in order to elevate and enhance the supervisory skills of the public secondary school heads not only in the First Congressional District, but in the entire Pangasinan I Division.

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