



SUPERVISORY AND LEADERSHIP SKILLS OF PRINCIPALS AND SCHOOL PERFORMANCE OF PUBLIC SECONDARY SCHOOLS

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Abstract : This research study aimed to assess the supervisory and leadership skills of principals and school performance of public secondary schools of Schools Division Office of Tarlac Province during the school year 2023-2024. The study found out that, on profile of the principals, majority of the respondents were already 51 years old and above. Most of them were female and married. Among the 18 school heads, only three (3) finished Doctor of Education, some are master's degree holders and most of them had only units in the master's degree program. Majority of the school heads had only 5-10 years administrative and supervisory experience. The principals 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 principals 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 supervisory skills of the school heads as assessed by the teacher 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:Supervisory Skills, School Heads, Profile

INTRODUCTION

The principal is an extremely essential figure in every school's educational tasks. Every director is responsible for the school's success or failure. As pedagogical manager, administrative planner, and teaching supervisor, the principal is responsible. As instructional supervisors, they must ensure that the conditions for effective teaching and learning are met, that the teacher is well trained and motivated, that adequate instructional materials are provided, that the teacher is not harmed by many non-teaching activities, and that the teacher 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 activity is. "Principals, who just remain in their offices and do not directly monitor the situation in their respective schools, do not transform Philippine education.

The principals should make the rounds, inquiring about the teachers' needs, feeling their inadequacies, sharing their joy, and sympathizing in their sorrow, because principals should be aware of everything that occurs in the school." He explained that principals should be able to translate the department's vision into actuality and plans into action. "I always want to see and bring out the best in everyone," Luistro, an eternal optimist, said. We must maximize the potentials of instructors and principals in order to maximize the potential of young students." DepEd believes that education changes can only take place if principals are involved. They should also be able to motivate their voters, energize those beneath them, and earn the respect of those above them. "Principals should be able to correct, encourage, establish the standard, and lead by example," says one expert. He went on to say that, in addition to being a school administrator, he should be a "direct connection to the community" who will open the door for more stakeholders to invest in public education. They should be able to enlist the help of local decision-makers, the private sector, and non-governmental groups to help them achieve their school improvement goals."

Supervisory Skills

Supervisory Skills refers to the execution of the development of the total teaching-learning situation and condition of the school. It refers to activities related to the in-service training program, classroom visits, and observation and improvement of teaching in this study.

Effective leaders must understand how well their employees are able to meet the ever-changing skills and demands placed on them. Followers form their own behavioral patterns and modes of operation, such as norms, traditions, and mores. Leaders must consider the uniqueness of individual followers because they are at various stages of growth and experience. These concepts are found to be accurate with administrative and supervisory duties of school heads. School administrators should be familiar enough with their teachers' abilities and experiences to involve them in accomplishing the school's goals and objectives. 2000 (Hershey and Blanchard)

These factors were taken into account in the current research, along with other administrative duties such as administrative experience, planning, and physical resource management. The current research also seeks to ascertain the performance of school administrators in terms of various supervisory skills.

In his study "Leadership Skills and Supervisory Effectiveness Of Elementary School Administrators," Espinosa (2005) discovered that the leadership skills of elementary school administrators in the two districts of Dumangas, Iloilo City were "very desirable" 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. The supervisory efficacy of school managers in the two districts was "very effective" when respondents were taken as a whole group and when they were classified according to the variables gender, civil status, length of teaching experience, and educational attainment.

The school administrators' leadership abilities had a clear and substantial relationship with their supervisory efficacy. The null hypothesis was rejected because his study showed a substantial relationship between school administrators' leadership skills and supervisory effectiveness.

He suggested that school officials assist teachers well in the preparation of an action plan by holding a workshop on action plan preparation. It is recommended that school administrators ensure that the action plans made by teachers are carried out. Furthermore, he suggested that school administrators place a greater emphasis on attending to teachers' grievances in order to avoid further chaos in the organization and to obtain complete cooperation from teachers in order to achieve the school's goals.

The former study focused on the leadership and supervisory competence of school administrators and it will be of great help with this current study since the present study also seeks to evaluate the supervisory skills of the elementary school heads.

In his study "Leadership Behavior and Job Satisfaction in Selected Schools in Chang Mai Thailand," Phongphuttakun (2003) discovered that the heads of departments in the private schools in Chang Mai, Thailand are in their middle age, mostly married, male dominated, and have just enough training required in a vocational school. Teachers, on the other hand, are mostly young, younger than the heads of schools, male, still single, bachelor's degree holders, and require all trainings to further polish their skills, particularly since they are associated with private schools. Furthermore, he discovered that administrators' leadership behavior greatly impacted the level of job satisfaction of department heads: the better the administrators' leadership behavior, the higher the level of job satisfaction of department heads.

With these results, he suggested that the heads of department/school and teachers in Chang Mai, Thailand, improve their professional profiles by pursuing master's or doctoral degrees and attending more training. Because administrators have high leadership behavior and there is still space to improve their leadership behavior to a very high level, schools should perform leadership trainings that include not only the top managers/administrators but also the intermediate managers/administrators and teachers.

The former study was used as the foundation for the current study because both studies are interested in improving school managers' supervisory and administrative practices.

Sagcal (2000) conducted 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 job for quite long time. Furthermore, the majority of teachers who responded had taken advance units beyond their BS degree, while only a few managers had taken advance units beyond their Masters' degree.

The school administrator's supervisory practices, as evaluated by themselves and their teachers, showed a verbal description of "highly evident" in terms of better instruction, staff development, curriculum improvement, and guidance. The level of difficulty faced in the performance of the school administrators' supervisory practices as assessed by them and their teachers in terms of instruction, staff development, curriculum improvement, and guidance was described verbally as "slightly serious." Similarly, no substantial differences in evaluations of supervisory practices and personal profiles were found between administrators and teachers. As a result, no meaningful relationship hypotheses were accepted.

She suggested that teachers and managers be encouraged to further their education while they are still in their prime years.

In order to provide quality education, school managers must provide proper direction to their teachers so that teachers' efficiency and effectiveness are maximized.

Furthermore, she emphasized that studies of this kind should help translate present practices in much improved supervisory practices. Hence, a study of similar nature is highly recommended.

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.

The former and present studies are similar in that they are both particular on the development and enhancement of the supervisory skills of school administrators.

Statement of the Problem

This study aimed to assess the supervisory and leadership skills of principals and school performance of public secondary schools of Schools Division Office of Tarlac Province during the school year 2023-2024.

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

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

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and the tools for data analysis.

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 and leadership skills of principals and school performance of public secondary schools of Schools Division Office of Tarlac Province during the school year 2023-2024.

This method is vital and appropriate in as much as descriptive-evaluative is concerned with the questionnaire as the main instrument used in gathering data.

Instrumentation and Data Collection

After the questionnaire had been formulated and undergone expert validation and pre-testing, the researcher sought approval from the Schools Division Superintendent to conduct the study in public secondary schools of Schools Division Office of Tarlac Province. After the approval, the researcher personally distributed the questionnaire in the different schools.

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 derive valid and accurate results, appropriate statistical tools were employed.

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 principals 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 principal 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 principals in terms of their profile, one-way ANOVA was used.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Profile of the Secondary School Principals

The study's respondents were the secondary school principals, and their profiles were determined by sex, age, civil status, highest educational attainment, and years of administrative experience.

Table 1 shows the frequency and percentage of the school heads' profile.

According to the table, the majority of the principals are over 45 years old, with only a few in their mid-30s. In terms of gender, the majority of the school heads are female, with only a few exceptions being male. In terms of civil status, the majority of the respondents are married, with only a few exceptions being single.

In terms of scholastic qualifications, 16 of the 40 subjects have completed a doctorate degree, 9 have doctoral units, 8 have master's degree, and 7 have MA units.

In terms of administrative experience, 21 of them have advanced in the service with 10-25 years of experience, and 19 have less than 10 years.

Table 1. Frequency and Percentage of the Profile of the Secondary School Principals

Variable	Frequency	Percent
Age		
46 above	29	77.78
31-45	11	22.22
TOTAL	40	100
Sex		
Female	23	72.22
Male	17	27.78
TOTAL	40	100
Civil Status		
Single	4	5.55
Married	36	77.78
TOTAL	40	100
Educational Qualification		
Doctorate Degree	16	5.55
With Doctoral Units	9	5.55
MA Graduate	8	27.78
With MA Units	7	16.67
TOTAL	40	100
Administrative Experience		
10-25	21	55.55
Below 10	19	27.78
TOTAL	40	100

Level of Supervisory Skills of the Secondary School Principals as Assessed by Themselves and by the Teachers

Table 2 shows the computed weighted mean on the level of supervisory skills of the principals with respect to curriculum and instruction as assessed by the school heads themselves and by the teachers.

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 Head		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

According to 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 coordinating with district/division offices in the implementation of DepEd programs and projects, a weighted mean of 4.44 was obtained, which was orally interpreted as highly skilled by teachers.

Table 3. Computed Weighted Mean on the Level of Supervisory Skills of the School Principals in Terms of Organization and Personnel Management

Organization and personnel management	School Head		Teacher	
	Mean	VI	Mean	VI
1. Displays at all time a consistently high level of performance skills, abilities, initiatives and productivity.	4.47	Highly Skilled	4.26	Highly Skilled
2. Gives recognition to deserving teachers and recommends for scholarships and promotions.	4.65	Highly Skilled	4.15	Skilled
3. Develops and organize inservice training programs for teachers and provides continuous and effective professional development.	4.35	Highly Skilled	4.20	Highly Skilled
4. Inspires teachers to exemplify personal and professional qualities that preserve the dignity of teaching profession.	4.65	Highly Skilled	4.25	Highly Skilled
5. Handles behavioral problems quickly and with due respect to teachers and other personnel's right.	4.47	Highly Skilled	4.20	Highly Skilled
Overall	4.52	Highly Skilled	4.21	Highly Skilled

Table 3 displays the weighted mean of public secondary school heads' supervisory abilities in terms of organization and personnel management. As shown in table 3, the school heads' supervisory skills in terms of organization and personnel management with the highest weighted mean are given recognition to deserving teachers and recommended for scholarship and promotions and inspire teachers to exemplify personal and professional qualities that preserve the teaching profession with a rated mean of 4.65 verbally interpreted as highly skilled as assessed by the school heads themselves and displays at all times a positive attitude

On the other hand, the supervisory skill on giving recognition to deserving teachers and recommends for scholarships and promotions obtained the lowest weighted mean of 4.15 and verbally interpreted only as skilled as assessed by the teachers.

The result implies that the teacher respondents do not receive proper recognition in their daily undertakings and the principals should look forward on the performance of his/her teachers so that proper recommendation for scholarship and promotion of teachers is given importance.

Table 4 shows the weighted mean on the principals' performance in Planning, assessing and reporting teaching learning outcomes.

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 school heads themselves.

Table 4. Computed Weighted Mean on the Level of Supervisory Skills of the Principals in Terms of Planning, Assessing and Reporting Teaching Learning Outcomes

Planning, Assessing and Reporting Teaching Learning Outcomes	School Head		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 learner's behavior.	4.65	Highly Skilled	4.22	Highly Skilled
Overall	4.58	Highly Skilled	4.24	Highly Skilled

Table 4 shows the weighted mean on the principals' performance in Planning, assessing and reporting teaching learning outcomes.

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 school heads themselves.

While maintaining accurate records, grades, and performance levels of learners and teachers received a mean rating of 4.29, which was orally interpreted as highly skilled as evaluated by the teachers.

The results emphasized that the school heads perceived them to have a high level of skills, abilities, and attributes at all times, as well as initiative and productivity in the development and use of a variety of appropriate assessment strategies to monitor and evaluate teaching and learning, as well as the establishment and maintenance of consistent standards of teachers and learners, as well as keeping accurate records grades and performance levels of teachers and learners.

Table 5. Computed Weighted Mean on the Level of Supervisory Skills of the School Principals in Terms of School Plant, Resources and Facilities Management

School Plant, Resources and Facilities Management	School Head		Teacher	
	Mean	VI	Mean	VI
1. Taps government, non-government 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

As shown in table 5, the supervisory skills of school principals in aspects 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 provision of school facilities and equipment.

However, 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, respectively: conducts fund-raising campaign to improve and upgrade the school's service centers and observes transparency in money matters, school policy, activities, and projects.

Table 6. Computed Weighted Mean on the Level of Supervisory Skills of the Principals in Terms of Personal, Social Growth and Professional Development

Personal, Social Growth and Professional Development	School Head		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

Table 6 shows the weighted mean of the supervisory skills of public secondary school principals in terms of personal, social and professional development.

It can be gleaned in table 6, 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 principals themselves and by the teachers respectively was manifests personal qualities like enthusiasm, flexibility caring attitude and collegiality among others.

Table 7. Computed Weighted Mean on the Level of Supervisory Skills of the School Principals in Terms of School, Community Linkages and Public Relation

School, Community Linkages and Public Relation	School Head		Teacher	
	Mean	VI	Mean	VI
1. Informs parents, learners and other stakeholders regarding school policies and procedures.	4.94	Highly Skilled	4.43	Highly Skilled
2. Involves the community in sharing accountability for learner's achievement.	4.71	Highly Skilled	4.26	Highly Skilled
3. Provides leadership in the formulation and implementation of all educational programs in school and community.	4.59	Highly Skilled	4.29	Highly Skilled
4. Maintains an open line of communication with parents, teachers and the community.	4.65	Highly Skilled	4.25	Highly Skilled
5. Coordinates with the community and public officials for the wholesome growth and development of all pupils and other personnel in the school.	4.65	Highly Skilled	4.30	Highly Skilled
Overall	4.71	Highly Skilled	4.30	Highly Skilled

Table 7 shows the weighted mean of public elementary school heads' supervisory skills in terms of school, community links, and public relations.

As shown in table 7, the supervisory skills in aspects of school, community linkages, and public relations 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.

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, was 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 pupils and other personnel in the school.

Table 8 shows the computed mean and verbal interpretation on the level of supervisory skills of the school heads.

Table 8. Composite Table on the Level of Supervisory Skills of the School Principals in Terms of the Following Aspects with Respect to the Different Criteria

Criteria	School Head		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

According to table 8, the overall 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, and professional development, and school, community, and public relations was 4.54, which was interpreted as highly skilled. While the teachers' overall mean rating in the various aspects was 4.25, with a verbal interpretation of extremely skilled.

According to the findings, school heads in public elementary schools were extremely skilled at managing and supervising the schools. This implies that the school leaders maintain a high level of skills, abilities and attributes, initiative, and productivity at all times, with all skills in the various aspects finished above and beyond expectations.

Significant difference Between the Assessment on the Level of Supervisory Skills of School Principals in Terms of the Different Aspect with Respect to their Profile.

Table 9 on the next page, shows the computed mean and standard deviation with the corresponding qualitative interpretation to express the supervisory skills of the school principals.

Table 9. Significant Difference on the Level of Supervisory Skills of the School Principals in Terms of the Different Aspects with Respect to the Different Criteria

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

Table 9 , shows the computed mean and standard deviation with the corresponding qualitative interpretation to express the supervisory skills of the school principals.

Curriculum and instructional supervision; organization and personnel management; planning, assessing, and reporting teaching learning outcomes; school plant, resources, and facilities management; personal, social, and professional development; and school and community linkages and public relations all received computed t-test scores of 2.573, 2.000, 2.283, 4.772, 4.128, and 4.366, with probability values less than the .05 level of significance. Thus, there is a substantial difference in school heads' and teachers' perceptions of Public Elementary School School Heads' instructional supervisory abilities. The results emphasized that, even if the verbal interpretation of the school heads' and teachers' ratings of the school heads' supervisory skills were the same, the supervisory skills were substantially different, as indicated by the difference in the mean rating assessment. The significance of this truth is that self-evaluation of principals may be more favorable to them than teacher evaluation.

As shown in Table 10, Curriculum and instructional supervision, as well as planning, evaluating, and reporting teaching learning outcomes, received p-values of .021 and .034, respectively, indicating a significant difference in the level of supervisory skills of school leaders based on their age. While the p-values for organization and personnel management, school plant, resources, and facilities management, personal, social growth, and professional development, and school community linkages and public relations were .299, .475, .299, and .348 respectively, the null hypothesis was accepted with a verbal interpretation of not significant. This implies that age has a significant impact on how school heads perform their responsibilities, which include curriculum and instructional supervision, as well as planning, evaluating, and reporting teaching learning outcomes. The younger the school head, the greater the effort required to execute supervisory duties.

Recommendations

1. An ongoing faculty development and training program for qualified school principals on supervisory skills and practices should be a key area to educate and train them as effective and efficient school heads.
2. All candidates for principals must have completed a Master's or Doctoral Degree Program with a Major in Educational Management.
3. School principals must gain experience and attend seminars, workshops, and meetings that are pertinent to their supervisory skills. They should keep up to date on current trends, particularly in education.
4. It is strongly advised that the study's findings be put into action in order to elevate and improve the supervisory skills of public secondary school principals.
5. A similar research among public secondary schools should be conducted to strengthen the current study's findings.

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