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LEADERSHIP STYLES IN THE SUPERVISION OF INSTRUCTION: A PROPOSED DEVELOPMENT PROGRAM FOR SCHOOL ADMINISTRATORS8

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Abstract : One of the major concerns of any educational institution is how to develop leaders to complete globally the effectiveness and efficient delivery of educational source to the school learners. This can only be made possible if proper attention is given to the school administrators. While it is true that the quality of instruction does not happen in the office of the school administrators, it can be denied that they play a vital role in the attainment of quality education.

Thus in his policy statement in a speech entitled "Education 2000: A Vision of Excellence". Further, DEPED Secretary Srah Duterte (2023) said: "School heads shall be empowered so that they may have significant control over personnel, facilities and resources in a total effort to improve pupil/student achievement levels." In line with this, he called for professionalism and commitment in the delivery of quality education and said that he is set to require accountability from all DEPED personnel and the provision of leadership that will inspire effectiveness, efficiency and excellence.

Statement of the Problem:

1. How do the Public Secondary School teachers and school administrators view the extent of manifestation by the school administrators of each of the following leadership styles in the supervision of instruction.
   a. Teaching style
   b. Selling style
   c. Participating style
   d. Delegating style
2. What are the effects of teachers of the manifestation of such leadership styles in supervisory activities in terms of certain educational outcomes?
3. Based on the findings, what development plan can be proposed to address the identified needs of school administrators for a more effective implementation of their leadership styles and supervisory activities that suit the growth needs of teachers.

Methodology:

This study used the descriptive method in the assessment of leadership styles of the Public Secondary School administrators in Urbiztondo District during the school year 2023-2024. The questionnaire served as the data gathering instrument which was responded by the identified respondents. It assessed the extent of manifestation by the school administrators of each of the following leadership styles; the effects on teachers of the manifestation of such leadership styles in supervisory activities in terms of certain educational outcomes. The output of this study is a proposed development plan to address the identified needs of the school administrators for a more effective implementation of their leadership styles and supervisory activities that suit the growth needs of teachers.

The respondents of this study were the nineteen (19) school administrators and the one hundred twenty teachers taken from random sampling.

INTRODUCTION

One of the major concerns of any educational institution is how to develop leaders to complete globally the effectiveness and efficient delivery of educational source to the school learners. This can only be made possible if proper attention is given to the school administrators. While it is true that the quality of instruction does not happen in the office of the school administrators, it can be denied that they play a vital role in the attainment of quality education.

Thus in his policy statement in a speech entitled "Education 2000: A Vision of Excellence". Further, DECS Secretary Ricardo T. Gloria (1996) said: "School heads shall be empowered so that they may have significant control over personnel, facilities and resources in a total effort to improve pupil/student achievement levels." In line with this, he called for professionalism and commitment in the delivery of quality education and said that he is set to require accountability from all DECS personnel and the provision of leadership that will inspire effectiveness, efficiency and excellence.

School principals according to Bennis (1989) are important in the school system because they are the key officials who are responsible for the effectiveness of the organization. Change and upheaval make it essential for institutions to have anchors and guiding purposes. School principals feel this need. Also, there are pervasive national concerns about the schools and 8principals have a key role in alleviating this public's concerns.

In essence then, the principal as the leader in the school system should be effective in his leadership. Fiedler (1965) disclosed that the quality of leader-member relations is the most important influence on the manager's power and effectiveness. If the manager gets along well with the rest of the group, if group members respect the manager for reasons of personality, character or ability, then the manager may not have to rely on formal rank authority. On the other hand, a manager who is disliked or distrusted may be less able to lead informally and may have to rely on directives to accomplish group tasks.

In the educational system, it is imperative to assess the leadership styles of the principals, the managers in the schools as this has been proven vital in the pursuit of quality education. It should be recalled that Filipino children are performing below the target of 75 percent. Even the results of International Studies on Education Achievement, the most recent of which is the Third International Mathematics and Science Study (TIMSS) as cited by Senator Ernesto Maceda (Tempo, May 7, 1977) showed that while other countries such as Singapore, Korea, Japan and Hong Kong consistently topped the various science and mathematics categories, the Philippines consistently landed near the bottom. While it is quick to attribute the very poor performance of our students to their teachers, there is no escaping the fact that the quality of teachers is dependent on the quality of leadership of the principals.

As Hechinger (1993) cited in an INNOTECH handout on management said: "I have never seen a good school with a poor principal or a poor school with a good principal. I have seen unsuccessful schools turn around into successful ones and regrettably, outstanding schools slide rapidly into decline. In each case, the rise and fall could readily be traced to the quality of the principal."

Realizing the value of sound leadership styles of school administrators in the attainment of quality education, this researcher decided to assess the leadership styles of school administrators in the supervision of instruction and to propose a development program for implementation by them considering the use of appropriate leadership styles that suit the growth needs of teachers.

There is a great demand on effective managerial leadership in the educational system. The Congressional Commission to Survey Philippine Education (EDCOM) pointed out that the observed educational deficiencies are the products of school mismanagement. Management of the teaching-learning process is an important activity of school managers as this will help the individual teacher develops his maximum potentials, thereby producing quality education output.

The responsibilities of the principal imply a number of roles. He is: a) an expert on instruction, knowledgeable about the latest and best methodology; b) a curriculum expert; knowledgeable about the curriculum and ways to improve it; c) a communicator who can relate information and ideas to teachers and is a good listener; d) a master teacher able to demonstrate good teaching as well as talk about it; e) a group leader who knows how to work with groups and get the most out of them: f) an evaluator who helps teachers evaluate instruction; f) an evaluator who helps teachers evaluate instruction, the curriculum and themselves; g) a stimulator who suggests ideas for teachers to consider; h) a coordinator who seeks to achieve articulation between programs and levels and helps teachers to become aware of each other's problems; i) an orienter who takes responsibility for helping teachers who are new to the system and to the community to become acquainted; j) a consultant on call to individual teachers and groups who wish to take advantage of his or her expertise; k) a public relations person who may be invited to interpret the school's curriculum to the public either in written communication or in talks to lay groups; l) a researcher who instigates research studies particularly action researchers; and m) a change agent or catalyst for helping teachers to change and improve (Project LEAD Handout, Module 4, 1, 1993).

Generally, the principal has a dual concern, the efficiency of the school as an organization and the growth and development of the people in it – the teachers. Both interact with and influence each other, each having its culture needs, perceptions and goals (Promoting the Growth of Teachers, INNOTECH Handout, 1993).

For a group of teachers to work effectively, the school administrators must lead effectively too. They should have appropriate leadership styles. Reddin (1993) claimed that leaders have varied styles. Each has his own influencing style and this style per se cannot be labeled as good or bad. It is effective if it suits the situation; it is not effective if it does not. This is the situational style of leadership of the situational model.

With all the above cited thoughts, the researcher as school administrator in Urbiztondo District, Division of Pangasinan I was motivated to conduct this study in line with the leadership styles of school administrators in the Calasiao District II, Division of Pangasinan I during the school year 2016-2017, hence this study.

NEED OF THE STUDY.

Most people would probably say that effective leaders have certain desirable traits or qualities. Leadership abilities and skills in directing are important factors in a manager's effectiveness and one of these abilities is the use of appropriate leadership approach in a given situation. French and Raven (1959) assumed that the conditions determining leader effectiveness vary with the situation, with the task to be accomplished and the skills and expectation of subordinates.

The situational theory of leadership is perceived to be one of the most effective leadership styles as this is the most appropriate under flexible and changing condition. Hersey and Blanchard (1982) observed that if the style is appropriate, it will not only motivate subordinates but it will also help them advance towards maturity. Thus, the manager who develops subordinates increases their confidence and helps them learn their work effectively. If managers are flexible in their leadership styles, or if they can be trained to vary their styles, then presumably, they will be effective in a variety of leadership situations. Stoner and Freeman (1989) averred that "inflexible" leaders will operate effectively only in those situations which best catch their style.

Principals and head teachers are managers in their respective schools and teachers have varied maturity levels.

The foregoing statements spell out the importance of this study which is summarized as follows:

1. The findings of this study will help the school administrators identify their own leadership styles and diagnose the situations in terms of the task maturity of their teachers.

2. Knowing the level of maturity of their subordinates, the school administrators can match their leadership style to such level which will fit the situation.

3. The findings of this study will likewise serve as basis for the school administrators to draw and implement a plan of action through which they can improve their leadership capability.

4. Likewise, the findings of this study will provide feedback to the DECS officials for policy formulation that will maximize the improvement of the quality of instructional supervision which will redound to the improvement of the academic achievement of the pupils.

3.1Population and Sample

The terms used in this study are either operationally defined or have definitions drawn from authoritative sources for a clearer understanding of this study. They are defined as follows:

Management. This is the process of obtaining the cooperation, participation, intervention and involvement of others in the achievement of the objectives of the system.

Leadership. This refers to that process of directing and inspiring workers to perform the task-related activities of the group towards the accomplishment of objectives.

Leadership Style. This refers to the various patterns of behavior manifested by leaders during the process of directing and influencing workers (Stoner and Freeman, 1989: 463).

Situational Theory of Leadership. This refers to an approach to leadership developed by Paul Hersey and Kenneth H. Blanchard (1982) that describes how leaders should adjust their leadership style in response to their subordinates' evolving desire for achievement, experience, ability and willingness to accept responsibility (as cited in Stoner and Freeman, 1989:470). In this study there are four kinds of leadership styles investigated which are: (1) telling style, (2) selling style, (3) participating style and (4) delegating style (PRODED Module, 1986:31).

Telling Style Leadership. It is one wherein there is a high task/low relationship behavior and is characterized by one-way communication in which the leader defines the roles of followers and tells them what, how, when, and where to do various tasks.

Selling Style of Leadership. It is one wherein there is a high task/high relationship behavior and wherein most of the direction is still provided by the leader. He or she also attempts two-way communication and socio-emotional support to get the follower(s) psychologically to buy into decisions that have to be made.

Participating Style of Leadership. It is one wherein there is a high relationship/low task behavior and where the leader and follower(s) now share in decision-making through two-way communication and much facilitating behavior from the leader since the follower(s) have the ability and knowledge to do the task.

Delegating Style of Leadership. It is one wherein there is low relationship/low task behavior which involves letting follower(s) "run their own show". The leader delegates since the follower(s) are high in maturity, being both willing and able to take responsibilities for directing their own behavior.

Leadership Functions. This refers to the group-maintenance and task-related activities that must be performed by the leader, or someone else, for a group to perform effectively.

Effectiveness. In this study, it refers to the appropriateness of the leadership style the situation.

Curriculum Instruction. This is one of the supervisory concerns or activities and requires that the school administrator as a leader is well informed of current methods of curriculum construction.

Development Program. In this study, it refers to a planned program of activities that have something to do with addressing existing needs/problems with the aim of bringing about improvement/upgrading through a systematic renewal or modification process. Modifying the system is the process of changing the parts of the system as determined by evaluation. In this study, therefore, the development program is aimed at improving the leadership styles of school administrators in the supervision of instruction and to enhance their supervisory skills.

3.2 Data and Sources of Data

The sources of data in this study were the six (6) school administrators and one hundred twenty (120) teachers who are presently assigned in Urbiztondo District for school year 2023-2024. Table 1 presents the distribution of respondents.

Table 1
Distribution of Respondents

Schools	Number of School Administrators	Number of Teachers
1.Balangay National High School	1	20
2.Bayaoas Integrated National High School	1	20
3.Dalanguiring Integrated School	1	20
4.Galarin National High School	1	20

5.Real National High School	1	20
6.Urbiztondo Integrated National High School	1	20
TOTAL	**19**	**120**

RESEARCH METHODOLOGY

This study used the descriptive method in the assessment of leadership styles of the Public Secondary School administrators in Urbiztondo District during the school year 2023-2024. The questionnaire served as the data gathering instrument which was responded by the identified respondents. It assessed the extent of manifestation by the school administrators of each of the following leadership styles; the effects on teachers of the manifestation of such leadership styles in supervisory activities in terms of certain educational outcomes. The output of this study is a proposed development plan to address the identified needs of the school administrators for a more effective implementation of their leadership styles and supervisory activities that suit the growth needs of teachers.

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Instrumentation and Data Collection

The questionnaire served as the data gathering instrument in line with the assessment of the leadership styles of the Public Secondary School administrators and teachers in Urbiztondo District during the school year 2023-2024. The questionnaire composed of two parts. Part 1 – deals on the extent of manifestation by the school administrators of each of the following leadership styles in the supervision of instruction in telling, participating, selling and delegating. Part II – focused on the effects on teachers of the manifestation of such leadership styles in supervisory activities in terms of certain educational outcomes. The output of this study is a proposed development plan to address the identified needs of the school administrators for a more effective implementation of their leadership styles and supervisory activities that suit the growth needs of teachers.

After gathering permission from the Schools Division Superintendent through channels, this researcher personally distributed the questionnaires that gave the researcher opportunity to talk and explain personally to the respondents the need for their meaningful suggestions which was incorporated in the final draft of the questionnaire. The questionnaire was administered to the school administrators and teacher respondents after getting approval from the Schools Division Superintendent, Urbiztondo District. The researcher personally distributed the questionnaire to the respondents and there was 100 percent retrieval.

Tools for Data Analysis

The following statistical measures were used to answer the sub-problems raised in the study. For sub-problem 1 on the extent of manifestation by the school administrators of each of the leadership styles in the supervision of instruction telling, selling, participating and delegating styles; and sub-problem 2 on the effects on teachers of the manifestation of such leadership styles in supervisory activities in terms of certain educational outcomes, average weighted mean was used. The formula is:

$$AWM = \frac{\sum fx}{f}$$

Where:

AWM = Average Weighted Mean

f = Frequencies

This chapter presents the data of the investigation, their analysis and interpretation.

The Extent of Manifestation of the Leadership Styles by the School Administrators in Their Supervisory Activities as Perceived by the School Administrators Themselves and Their Teachers

Table 2 in the next page and in the succeeding pages presents the data on the extent the school administrators manifest the four kinds of leadership styles in their supervisory activities as perceived by the school administrators themselves and their teachers. Such leadership styles are the telling style, selling style, participating style and delegating style.

On Having a Well-Organized Plan of Action

There are some evidences showing that the school administrators have been using the "participating style" in making a well-organized plan of action which is comprehensive and forward-looking. This plan is arrived at after a careful survey of the local situation and its needs, both present and future. The plan is the result of consultation with the subordinates. The "some evidence" manifestation are indicated by the average point value of 3.20 of the teachers' mean and 3.28 of the school administrator's mean. As regards the delegating style and the selling style, the teachers and the school administrators were in disagreement with the teachers' means having a descriptive equivalent of "little evidence" and the school administrators' means of "some evidence" and "no evidence", respectively. Both groups agreed that the telling style of leadership was "not in evidence" as indicated by their average point values which fell within the range of 0 to 1.49.

The results indicate that the school administrators have indeed arrived at a well-organized plan of action through a cooperative endeavor where the school administrators and the teachers engaged in shared decision-making. This has been pointed out by observations of them at work when they sit down together at the start of the school year during a planning conference to identify their goals and set their performance targets regarding supervision of instruction.

On the Observation of Classroom Situations

School administrators in the District I of Urdaneta also manifest the "telling style" of leadership with "some evidence" specifically in the observation of classroom situations. This is shown by the teachers average point value of 3.06. The findings could mean that although classroom visits are planned, the planning did not involve the teachers who are to be observed. The school administrators of Urdaneta perhaps believe that an unannounced visit will give them the opportunity to see the actual classroom instructional situations. They would like to see the weak areas in the process so that they can strengthen these. The telling style being manifested by the school administrators show that they sometimes tell their teachers what to do so that the letter could come out with better educational results.

Aside from the manifestations of the "telling style", that of the "selling style" is with "some evidence" according to the teachers and "strongly in evidence" according to the school administrators as shown by their average point values of 2.73 and 3.72, respectively. That the school administrators strongly believe that they also manifest the selling style in the observation of classroom situations could mean that they are also for the involvement of teachers in planning specifically on matters pertaining to the improvement of their teaching performance since this will result to the attainment of desirable teaching outcomes.

Both groups of respondents were rather skeptical or negative in their perceptions on the manifestation of the "participating" styles of leadership in the observation of classroom situations with their agreed perception of "little evidence" of the former and differing but negative perceptions of "little evidence" and "no evidence" of the latter.

As a whole, the results indicate that in terms of observation of classroom situation, the school administrators may shift from the telling to the selling style of leadership depending on their definite purpose, which may be evaluation of both pupil and teacher activity and of using such as basis for constructive help in the improvement of learning conditions.

On Individual Conferences

The school administrators manifestation of the "selling style" with "some evidence" according to the teachers and being "strongly in evidence" according to the school administrators on matters pertaining to individual conferences is proof of positive near agreement of the two groups of respondents. This means that the school administrators endeavor to get their teachers' point of view and to stimulate them in analyzing their own problem and suggesting the solutions so that there is a spirit of cooperation present and a maximum of participation on the part of the teachers.

However, the teachers also confirmed that their school administrators' manifestation of the "telling style" on matters pertaining to individual conferences is "strongly in evidence". This is an indication that the principals and head teachers also organize their conferences around a central purpose and since they have an intelligent understanding of approved methods of materials and are capable of analyzing an observed situation and of discussing it, they shift their style from" selling" to "telling" since they believe that they should be more in control to achieve their goals.

On the manifestation of the "delegating" and "participating" styles on matters pertaining to individual conferences, the two groups of respondents are in near agreement in their negative perceptions with the teachers' "little evidence" and the school administrator's "no evidence" reports for both styles.

On Teachers' Meetings

Along supervisory activities like teachers' meetings the data in Table 2 shoe that the teacher respondents believed that there is "some evidence" of the manifestation of the "telling style" of leadership as shown by their average point value of 3.11. this indicates that the school administrators had held frequent meetings to provide instruction in and discussion of pertinent vital problems on a one-way communication process.

The school administrators, however, deny the manifestation of the "telling style" with their average point value of 1.12 which means "no evidence". They believe that they manifest with "some evidence" the "selling style" during teachers' meetings with their average point value of 2.72 which the teachers say as having "little evidence" with their average point value of 2.00.

As for the manifestation of the "participating" and "delegating" styles in teachers' meetings, the teachers were consistent in their claim of "little evidence" while the school administrators claimed "some evidence" for the former and "no evidence" for the latter.

And so to the school administrators, an essential feature of the teachers' meetings is a healthy spirit of discussion which those present participated in. This is brought about by their attempt through two-way communication and socio-emotional support to get the teachers to buy into decisions to serve various ends with their manifestation of the "selling" and "participating" styles during the teachers' meetings.

On the Issuance of Supervisory Bulletins

On the issuance of supervisory bulletins, the school administrators self-reports that they do not manifest the "delegating" and "selling" styles are concurred with by the teachers with their average point values which fell within the range of 1.50 to 2.49. the responses of the two groups of respondents are positive on the manifestation of the "telling" style with the teachers claiming that there is "some evidence" and the school administrators, "strongly in evidence". This is to be expected considering that the issuance of a supervisory bulletin requires a one-way communication process since it serves a useful purpose. The school head or supervisor while preparing the bulletin makes a careful check-up to determine its effectiveness and after its issuance, provides instructions to the teachers in the filing of such so that its maximum value will be realized. While the teachers' report that there is some evidence in the manifestation of the "participating" style in the issuance of a supervisory bulletin, the school administrators contradict them with their report of "little evidence."

On Curriculum Construction

On curriculum construction, the responses of the two groups of respondents as shown in Table 2 leaned towards the negative as far a the manifestation of the "delegating", "participating" and "selling" leadership styles are concerned. Their responses were positive on the manifestation of the "telling" style with the teachers average point value of 3.21 indicating "some evidence" and that of the school administrators, 3.52 indicating "strongly in evidence". It appears that the school administrators believe in themselves as well-informed students of current methods of curriculum construction so that they define the roles of the teachers in the making, revising and interpreting the course of study and in evaluating the results which they recognize as their outstanding achievement.

On Research

Table 2 also shows the school administrators' acknowledgment, concurred with by the teachers that they do not manifest the "delegating", "participating" and "selling" styles along research activities and that the manifestation of the "telling style" of leadership is "strongly in evidence" as indicate by the average point values of both groups of respondents which fell within the range of 3.50 to 4.00. in the performance of his supervisory role along this concern, the school heads knows and observes the principles of the scientific method. He gives some time to the principles of the scientific method. He gives some time to experimentation and research and directs the teachers in similar activities. He encourages the scientific attitude in his teachers by telling them and keeps in touch with the research being done elsewhere since he is trained in interpretations of the results of experimentation. Thus, there is one-way communication in which he tells the teachers what, how, when and where regarding the use of research or experimentation.

On the Use of Tests and Measurements

Table 2 also shows the school administrators' acknowledgment that they do not manifest the "selling" and "telling" styles of leadership on matters pertaining to the use of tests and measurements and the teachers agree with them as shown by the two groups average point value which fell within the range of 0 to 1.49. both groups' respondents leaned towards the positive manifestation of the "participating" and "delegating" styles with the teachers' average point values which means "some evidence" and those of the school heads' which means "some evidence" and those of the school heads' which means "some evidence" for "participating" and "strongly in evidence" for "delegating". The results indicate that while the school heads know the field of measurement, the usefulness of standard tests, their limitations and their use for diagnostic purposes, he "delegates" the preparation of other kinds of tests to master teachers and/or enlist the participation of other trained teachers in the preparation of such.

On the Use of Demonstration Lessons

Again, Table 2 shows that on the use of demonstration lessons, the responses of the two groups of respondents leaned towards the negative in their confirmation that the manifestation of the "telling" style is "not evident" while that of the "selling" style has "little evidence" according to the school administrators. They were unanimous in their responses that there is "some evidence" in the manifestation of the "delegating" style and to the teachers, "some evidence" in that of the "participating" style which the school administrators believe their manifestation is strongly "in evidence". The results confirm the actual practice going on wherein demonstration lessons are carefully planned by the school administrators with master teachers and followed by profitable discussions but with the school administrators noting observable effects of such demonstration lessons in subsequent classroom performance of the teachers who observed the demonstrations.

On the Provision of Professional Study

On the provision for professional study, Table 1 likewise shows that the responses of both groups of respondents leaned towards the negative regarding the manifestation of the "delegating" and "participating" styles with their average point values falling within the range of 0 to 1.49 which means "no evidence". Their responses leaned towards the positive on the manifestation of the "selling" style described as having "some evidence" by the teachers and being "strongly in evidence" by the school heads as indicated by

their average point values of 3.39 and 3.80, respectively. They contradicted each other in the manifestation of the "telling" style which the teachers claim as having "some evidence" and the school administrators, "no evidence". Since professional study is not compulsory for teachers, the results indicate what is happening in actual practice where the school administrators have to sell the idea to the teachers of pursuing further training through the earning of a master/doctor's degree and to take advantage of opportunities like scholarship grants for the pursuit of such post graduate degrees.

On Cooperation with Other Supervisors

On cooperation with other supervisors in regard to supervisory service, it is noteworthy to see that the two groups of respondents are unanimous in their belief that the school heads are manifesting with "some evidence" the "delegating" and "participating" styles of leadership as shown by their average point value which fell within the range of 2.50 to 3.49. They are also in agreement that the school administrators are not manifesting the "selling" and "telling" styles on matters pertaining to cooperation with other supervisors. The results indicate that the school administrators share with their teachers in decision-making or delegate to them tasks relative to the cooperation with other supervisors.

On the Use of Supervisory Records

On the use of supervisory records, again it is noted in Table 2 that the two groups of respondents are unanimous in their belief that the school administrators are manifesting with some evidence the "delegating" and "participating" styles as indicated by their average point values which fell within the range of 2.50 to 3.49. they are also in agreement that the school administrators do not manifest the "telling" style; however, they disagreed on the manifestation of the "selling style" with the teachers claiming that it has no evidence while the school heads, "some evidence". The results indicate that on the whole, the school administrators also share with their teachers in decision-making or delegate to them the tasks relevant to the use of records aiding them, in appraising their own work and in revising their plans to meet the situation more adequately.

On the Keeping of Supervisory Records

On the keeping of supervisory records the two groups of respondents are positively in agreement on the manifestation with "some evidence" by the school administrators of the "delegating" style as indicated by their average point values which fell within the range of 2.50 to 3.49. They are positively in near agreement on the manifestation by the school administrators of the "participating style" with the teachers claim of "some evidence" and of the school administrators of "strongly in evidence". Likewise they are in agreement on the school administrators' manifestation of the "selling: style with "little evidence". On the manifestation of the "telling" style the teachers said there is "some evidence" while the school administrators and "little evidence". The results indicate that while the school administrators keep an adequate record of their plan of work and the activities utilized in carrying it out. They share their teachers in decision-making and/or delegate the collection and filing of all data significant to a continuous growth program for teachers and children. By doing so, the amount of time devoted to keeping records does not infringe upon the time which should be spent in more important functions.

On the Appraisal of Supervisory Activities

As a whole, on the appraisal of supervisory activities, the two groups of respondents are unanimous in their responses that the school administrators manifest the "delegating" and "participating" styles with "some evidence" as pointed out by their average point values which fell within the range of 2.50 to 3.49. They are also in agreement that the school administrators manifest with "little evidence" the "selling" style and with "no evidence" the "telling" style as indicated by their average point values which fell within the range of 1.50 to 2.49 and 0 to 1.49, respectively. The results indicate that the school administrators engage in a two-way communication with their teachers by studying with them carefully the supervisory activities to find out their value and relative importance and to achieve some objective evidence.

Analysis of the Perceptions of the Teachers and Their School Administrators on the Leadership Styles of the School Administrators in the Performance of Their Supervisory Duties as Basis for Determining the Needs for Improvement

Table 2-a presents the summary of the perceptions of the teachers and their school administrators on the leadership styles of the school administrators in the performance of their duties as basis for analysis in this section to determine the areas/needs for improvement. The determination of the predominating leadership styles is based on the criteria indicated along each area of supervisory duty as described in Table 2.

As shown in Table 2-a, along supervisory planning, the leadership styles that should predominate over the others are the selling and the participating styles since the criterion in the item requires that it is a cooperative endeavor, the result of consultation with the entire supervisory and administrative force. The over-all average point value of the teachers and school administrators' perceptions are 3.24 for participating style and 1.68 for selling style, with average point values of "some evidence" and "little evidence". The results indicate that there is a need for improvement by the school administrators in the manifestation of these styles when they engage in supervisory planning.

Along observation of classroom situation, the leadership styles that should predominate over the others are the telling and the selling styles. This is indicated by the criterion which states that the supervisor displays skills in the evaluation of both pupil and teacher activity and his ability to use this evaluation as basis for constructive help in the improvement of learning conditions. Thus, as proof of his knowledgeability, it is imperative for the school administrator to give detailed instruction about the task and to provide guidance in performing it which in this case is concerned with what is going on in the classroom. The over-all average point values of the teachers and school administrators' self-reports are 3.07 for the telling style and 3.23 for the selling style, both of which means "some evidence". Again the results indicate the need for improvement by the school administrators in the manifestation of these styles when they observe the classroom situation.

Along individual conferences, they should predominate the selling and participating styles since one of the criteria calls for the supervisor to get the teacher's point of view and to stimulate him in analyzing his own problems and suggesting the solutions. Likewise, there is a spirit of cooperation present and a maximum of participation on the part of the teacher. The results show an

average point value of 3.65 of the teachers and school administrators' self-reports for the use of the selling style by the latter which means "strongly in evidence" while that for the participating style is 1.53 which means "little evidence". Thus, the results indicate the need for improvement by the school administrators on the use of the participating style when conducting individual conferences.

When conducting teachers' meetings, the criteria imply the predominance of the telling and the participating styles of leadership. Since the meeting is intended to provide instruction in and discussion of pertinent vital problems, the supervisor has to manifest greatly the telling style. Likewise, the criterion of a healthy spirit of discussion in which those present participation implies a greater manifestation, too, of the participating style. Since the composite average point values of the teachers' and school administrators' self-reports indicate "little evidence" and "some evidence" for the telling and participating styles, respectively, the results imply the need for the school administrators to improve along these two styles when they are conducting teachers' meetings.

On the "issuance of supervisory bulletins", the predominating leadership style is the telling style since it is the duty of the school administrator to disseminate information through the bulletin and to give instruction to the teachers in the filing of such so that their maximum value will be realized. Since the composite average value of the teachers and school administrators' self-reports is 3.37 with a descriptive equivalent of "strongly in evidence" for the telling style, then this style is not an area for improvement.

Along "curriculum instruction, the criteria call for the initiating which will require the manifestation of the telling style or cooperating which will require the participating style, in the making, revising and interpreting of the course of study or in the preparation and instructional materials. Situations also show that school administrators delegate the preparation of instructional materials to trained teachers like the master teachers. Thus, the predominating leadership styles in this supervisory activity are the telling, participating and delegating styles. Since the over-all average weighted points of the teachers and school administrators are 3.37, 1.37 and 1.42, respectively with descriptive equivalents of "some evidence" for telling style and "no evidence" for both participating and delegating styles, then the results imply the need for the sc

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics of Study Variables

This chapter presents the summary, conclusions and recommendations made based on the findings of this study.

SUMMARY

This study based in Urbiztondo District during the school year 2023-2024 and entitled "Leadership Styles in the Supervision of Instruction: A Proposed Development Program for School Administrators" sought to answer the following sub-problems.

1. How do the Public Secondary School teachers and school administrators view the manifestation by the school administrators of each of the following leadership styles in the supervision of instruction:

a. telling style,
b. selling style,
c. participating style, and
d. delegating style?

2. What are the effects on teachers of the use of such leadership styles in supervisory activities in terms of certain educational outcomes as perceived by the teachers?

3. What development program for school administrators may be proposed based on the findings of this study?

This study is descriptive and developmental in design. It is descriptive in the sense that it describe how the Public Secondary School teachers and school administrators viewed the manifestation by the school administrators of each of the four leadership styles in the supervision of instruction. It likewise described how the teachers perceived the effects on them of their school administrators' leadership styles in supervisory activities in terms of certain educational outcomes. Similarly, it described the training needs of the school administrators based on the self-reports in terms of leadership style improvement and supervisory skills enhancement. Thus, this study used the questionnaire as the data-gathering instrument to determine the training needs of the school administrators based on the self-reports of the respondents.

This study is also developmental in nature in the sense that it prepared a proposed development program for school administrators' based on the assessments made regarding their training needs. The development program, therefore, seeks to address the school administrators' training needs along two concerns which are: 1) leadership style improvement and 2) supervisory skills enhancement.

The respondents in this study were 120 teachers and 19 principals and head teachers from the Public Secondary Schools in Districts !, Urbiztondo District, They comprise 100 percent of the total population of both groups of respondents.

Frequency count and average point value were used to determine how the Public Secondary School teachers and school administrators of each of four leadership styles in the supervision of instruction in answer to sub-problem no. 1. The same aforecited statistical treatments were used on the data to answer sub-problem no. 2. on the teachers perceptions on the effects on them of their school administrators' leadership styles in supervisory activities in terms of certain educational outcomes.

Frequency count and percentage were used on the data to answer sub-problem no. 3 which sought to determine the training needs of the school administrators based on their self-reports in terms of leadership style improvement and supervisory skills enhancement.

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