



# A TRAINING DESIGN ON THE INSTRUCTIONAL SUPERVISORY PRACTICES OF PUBLIC ELEMENTARY SCHOOL HEADS

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*Abstract* : This research study aimed to assess the instructional supervisory skills of public secondary school heads in the Third 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.

Section 4 of the Republic Act 9155 defined school principal as:

“A person responsible for the administrative and instructional supervision of the school and accountable for the promotion and preservation of academic excellence and effective teaching and learning. It enumerated in section 7 the multifarious task of every school principal is that the principal as an institutional supervisor shall lead in all educational activities and programs. In these endeavors, the principal shall show professional courtesy, helpfulness and sympathy towards teachers and other personnel. Such practices standard of effective school supervision, dignified administration, responsible leadership and enlightened direction.”

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

### **Supervisory Skills**

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

Effective leaders must know how their staff are well enough to meet their ever-changing abilities and demands upon them. Followers develop their own patterns of behavior and ways of operating such as norms, customs and mores. Leaders have to consider the uniqueness of individual followers because they are at different levels of maturity and at different levels of experiences. These concepts are found to be true with administrative and supervisory functions of school heads. The school administrators should know the abilities and experiences of their teachers well enough so they could involve them in achieving goals and objectives of the school. (Hershey and Blanchard 2000)

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”.

Phongphuttakun (2003) in his study “Leadership Behavior and Job Satisfaction in Selected Schools in Chang Mai Thailand” found out that the heads of the departments in the private schools in Chang Mai, Thailand are in their middle age, mostly married, male dominated, have just enough training which is needed in a vocational school. For the teachers however, are mostly young, younger than the heads teachers, male, still single, bachelors degree holders; and need all trainings to further polish their skills especially that they are connected with private schools. Furthermore, he found out that leadership behavior of the administrators significantly influenced the level of job satisfaction of the heads of departments. The better the leadership behavior of the administrators, the higher the level of job satisfaction of the heads of the department.

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.

The supervisory practices of the school administrator as evaluated by themselves and their teachers in terms of improved instruction, staff development, curriculum improvement and guidance revealed a verbal description of “highly evident.” The degree of problems encountered in the performance of the supervisory practices of the school administrators as evaluated by them and their teachers in terms of instruction, staff development, curriculum improvement and guidance revealed a verbal description of “slightly serious.” Likewise, there is no significant difference obtained between the administrators’ and teachers’ evaluation on all areas of supervisory practices and personal profile. Hence, the hypotheses of no significant relationship were accepted.

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.

### **Curriculum and Instructional Supervision**

Curriculum and instructional supervision refers to the supervisory practices of how the principals check lesson plans and instructional materials, identifies instructional problems and suggest solutions, offers instructional assistance, guides the teachers and help them improve classroom management and gives direct praise for worthwhile accomplishments of the teachers.

Reeder (2001) averred that school administration is a means to an end. Schools are maintained only for providing the means of education. Therefore, school administration exists only for the pupil, and its efficiency must be measured in terms if its contribution to teaching and learning. Among the things which school administration does or should do are: training and supervising teachers, providing supplies and textbooks; assisting in curriculum construction; organizing an instructional program; and keeping the public informed of the aims, accomplishments and needs of the school.

Generally, the basic functions of supervision are managing and improving the teaching learning situation. School administrators must be conversant with modern supervision. Must know how to work with the public and must able to lead their staff in instructional improvement through effective supervisory practices and efficient school management.

While Aycardo (2004) recommended in her study “The Administrative and Supervisory Capabilities of the selected School Administrators in the division of Sorsogon.” That school administrators should manage and provide school condition to full cognitive development. A special plan for the community should be prepared specifying the various school development programs where the community could serve as partner. Similarly, the barangay government must initiate school-related programs and activities in their development plan.

### **Organization and Personnel Management**

Organization and Personnel Management refers to the administrative practices of how the school principal delegates some responsibilities, maintains good discipline, trains teachers to handle auxiliary services, provides opportunity for growth and development and understanding in the organization, recognizes teachers talent and potentials, observes transparency in school policy and solves school problems objectively and critically.

Leveriza (2000), in his book “Management of Organization” stressed that leadership is an integral part of management function. Managers will actually be successful if they had the required leadership skills. Leadership skills are acquired and developed through constant practice. Most principals learn to lead by citing important things to individual people to work. They acquire the ability to lead by making decisions on the best way to perform task and by carrying out those decisions. Leadership is authority;

leadership is the use of authority and the right of a leader to command the performance of his constituents. Leadership is the key to effective management of organization.

Jabinas (2005) conducted a study “Administrators’ Instructional Supervisory skills, Teachers’ Instructional Skills and Pupils’ Performance in the National Achievement Test (NAT). He found out and concluded that teachers instructional skills in terms of content, instruction and communication were significantly related to administrators instructional supervisory skills in terms of visioning, planning and teaching/class supervision. Since supervisory skills of the principals greatly affect the performance of teachers.

Solmerin (2003) gave several suggestions to improve school administration and supervision. He said that since educational administration and supervision is a dynamic profession, which does not remain fixed but is constantly shifting, changing and growing. The administrators and teachers must be equipped with sufficient knowledge that deals effectively on situations or be willing to accept the consequences of effective performance. Growth and education are continuous throughout the lifespan. The recent advance in science and technology has now placed societal demands upon the school and in turn the school administration and supervision. The accelerating rate of change in recent years staggers the highest imagination of man. Scientific and technological innovations have appeared so rapidly that theory and practices of the amount of science education have failed to keep pace with actual demands. School administrators, supervisors, and teachers must be constantly alert and meet the demands placed upon them by those whom they serve.

Lunenburg (2001) in his writing emphasized that in an area of school based management, principals and teachers need to develop their conceptual skills, to think “strategically” and take a broad long term view. These enable principals and teachers to see what goes on in their work environment and help them react appropriately and reflectively to situations as they arise. Principals and teachers must consider environmental forces, resource flow, staff and administrative talents, board of education policies, reform mandates, parents’ complaint and organizational change as significant inputs into the internal environment of the school.

Almiras’ (2000) study conducted in Michigan USA is the faculty development which involved three key elements namely; a) faculty understanding and acceptance of the institutional goals and policies and the accommodation of faculty’s goal by the institution; b) Institutional provisions for faculty members to achieve career goals, and; c) progressive evaluation of faculty achievements. This study considered the king of teachers, assisting the teacher’s achievements and career goals, and continuous appraisal of teachers’ performance. Her study and the present study have something in common as regard to faculty development. The aforementioned study however, concentrated on how staff development was conducted while the present is on how public elementary school principals guide teachers to enhance their teaching capabilities through efficient and effective supervision.

### **Planning, Assessing and Reporting Teaching Learning Outcomes**

Planning, Assessing and Reporting Teaching Learning Outcomes refers to the way the school heads uses the DepEd policies in making supervisory skills in consulting the district supervisor in planning, in involving the teaching force in planning and prioritizing teaching learning outcomes.

In the study conducted by Adriano (2010) “Management Practices of Elementary School and Their Teachers Job Satisfaction found out that managerial skills of the principals in the district of Rodriguez II as to planning, organizing, leading and controlling was rated with High Extent and she recommended that principals in the district of Rodriguez II should continuously enhance and update themselves with the new thrusts in management by attending seminars and trainings on school management.

Another Study conducted by Salvador (2003) “School Principals, Managerial Skills and School Performance”. Her study was about the relationship between managerial skills of public elementary school principals in Bukid Area, Division of Caloocan and their performance in the Division Achievement Test (DAT) result in English, Science and Mathematics. She found out that principals are very skillful in their managerial skills but they should improve their supervisory practices because the level of students’ performance in the Division achievement Test is below average. This means that principals in the District of Caloocan should make a comprehensive plan in supervising teaching learning endeavor so that they could increase their performance in the Division Achievement Test.

Another study conducted by Garcia (2003) “Public Secondary School Principals’ Administrative and Supervisory Competencies and Teachers, Performance”, she concluded that the administrators displayed high degree of competence in their administrative and supervisory functions and the administrative and supervisory competencies of the public secondary school principals affect the teacher’s performance.

### **School Plant, Resources and Facilities Management**

School Plant, Resources and Facilities Management refers to how the school principal maintains and improves the school site, housing operation, upkeep and extension of the existing plant to promote efficient instruction and to meet the requirement of space and safety.

The resources of any institution are people, land, machines, buildings, technology, materials and money. These are the primary components of an organization needed for production and operation. The outputs are efficient services, such that productive resources constitute the most important areas of management. Human capital, financial and physical resources should be properly and efficiently utilized to be able to achieve organizational goals and objectives.

Marcos (2006) in his study “Material Resource Management Practices of School Administrators of Capas, Tarlac.” He recommended that School Administrators should perform the management functions effectively and efficiently in order to utilize supplies and materials properly and religiously. He further recommended that school principals should ask support from local and non-government organizations to help meet the needs of the school especially on improving the physical outlook of the school.

Likewise, Aguirre (2004) revealed that the school principals and the elementary grade teachers have the same perceptions regarding the adequacy of the school plant, instructional and curriculum materials. She recommended that principals should maintain the adequacy of school materials and equipments as well as school plant in order to maintain the school’s high degree of performance.

Obrero (2003) conducted a study on the administrative and supervisory skills of the Public Elementary school Heads in the division of Camarines Sur. Her Study yielded the following significant findings; the school plant concerned most principals with the school buildings posing the greatest problem on them; principals participated directly in putting up their school profile such as

school buildings, fences, gates, toilets, etc.; and school sites were in accordance with the requirements of the Department of Education.

### **Personal, Social Growth and Professional Development**

Personal, Social Growth and Professional Development defined as the supervisory skill of how the principal conducts teachers meeting and conferences, provides opportunities for all teachers to attend seminars and trainings, promotes the development of the teachers' personality and makes follow-up of the application of things learned during seminar workshops and conferences.

According to Bailey (2002), an effective school is one in which learning takes place. Learning cannot take place unless the teachers are effective. In general, teachers will be effective if they are in the decision-making process because they will have ownership in their professional job. Along with shared decision making comes shared responsibility which some teachers who will be reluctant to assume but with proper training and guidance through faculty development and the appropriate leadership styles, most teachers will respond in a favorable manner.

The ideas of Bailey about faculty development is somehow relevant with the present study since they both deal with the development of the teachers and administrators in terms of social, personal as well as professional development.

Supervision is thus a method of teaching staff to act in more conscious ways. Its goal is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, while supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situation.

Similar idea by Schermerhorn (2008), in his book "Management" when he stressed that skill is the ability to translate knowledge into action that results in desired performance. He added 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 of human skills. It is the ability to manage oneself and relationships effectively. Human skills and emotional intelligence are consistently important across all managerial levels.

In a study conducted by Yumang (2001), he concluded that the Principals and School Administrators in Porac District, Division of Pampanga were found to be very strong in instructional management development, quality control and personnel management. They were also strong in the improvement of holding power, human and public relation. The Principals and school Administrators are expected to have greater efforts for the improvement of institution, by developing their staff and teaching personnel through in-service programs, work conferences, seminars and many others.

A similar study was conducted by Angeles (2000) and she recommended that the school Principals should involve teachers in planning the school activities and that the school administrators should never interrupt classroom activities during observation as this would cause the pupils to lose respect of the teachers. She further recommended that the school principals should be open and be broadminded in considering worthwhile activities and recognizing the contribution of teachers in the development of the total school program. Her other recommendations were that the principals should always consider individual differences among the teachers and that a great deal of psychology should be applied by them in order to motivate their teachers to perform their duties and functions very satisfactorily.

### **Statement of the Problem**

This study aimed to assess the instructional supervisory practices of public secondary school heads in Third 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 elementary 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**

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 skills of public elementary school heads as assessed by the school heads themselves and by the teachers.

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. It endeavors to assess the supervisory skills of public elementary school heads.

### Sources of Data

The study made use of the questionnaire checklist as the main data gathering instrument.

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.

The checklist was validated by five (5) school heads and ten (10) elementary school teachers.

The questionnaire checklist was scored using the scale presented on the next page:

ANSWER	RANGE	VI	DESCRIPTION
5	4.21-5.0	Highly Skilled	The principal displays at all times a high level of skill; abilities, attributes, initiatives and productivity with all supervisory skills are completed beyond the level of expectations. Self-direction is evident. Supervisory skills are outstanding.
4	3.41-4.20	Skilled	The principal often exceeds expectations and display a high level of related skills, abilities, initiatives and productivity, exceeding requirements in many of the supervisory skills.
3	2.61-3.40	Moderately Skilled	Supervisory skills of the principal meet moderate expectation based on standards and displays moderate levels of skills output as required outcomes of the job. Supervisory skills are satisfactory.
2	1.81-2.60	Slightly Skilled	Supervisory skills of the principal frequently fall below standards and outputs consistently fail to meet required outcomes.
1	1.0-1.80	Not Skilled	Supervisory skills of the principals are not evident and needs improvement.

### 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 elementary school heads in the Third 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 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 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

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

### Profile of the Elementary School Heads

The elementary 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 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 1. Frequency and Percentage of the Profile of the School Heads**

Variable	Frequency	Percent
<b>Age</b>		
46 above	14	77.78
31-45	4	22.22
<b>TOTAL</b>	<b>18</b>	<b>100</b>
<b>Sex</b>		
Female	13	72.22
Male	5	27.78
<b>TOTAL</b>	<b>18</b>	<b>100</b>
<b>Civil Status</b>		
Single	1	5.55
Married	14	77.78
Widow	3	16.67
<b>TOTAL</b>	<b>18</b>	<b>100</b>
<b>Educational Qualification</b>		
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
<b>TOTAL</b>	<b>18</b>	<b>100</b>
<b>Administrative Experience</b>		
25 and above	3	16.67
10-25	10	55.55
Below 10	5	27.78
<b>TOTAL</b>	<b>18</b>	<b>100</b>

### Level of Supervisory Skills of the School Heads as assessed by the school heads and by the teachers

Table 2 shows the computed weighted mean on the level of supervisory skills of the principles 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 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
<b>Overall</b>	<b>4.61</b>	<b>Highly Skilled</b>	<b>4.25</b>	<b>Highly Skilled</b>

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.

Table 3 shows the weighted mean on supervisory skills of Public Elementary school Principals in terms of Organization and Personnel management.

As shown in table 3, the supervisory skills of the principals 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 principals themselves and displays at all time a consistently high level of performance skills, initiatives and productivity with a rated mean of 4.26 verbally interpreted as highly skilled as assessed by the teachers.

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

Organization and personnel management	School Heads		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 in-service 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
<b>Overall</b>	<b>4.52</b>	<b>Highly Skilled</b>	<b>4.21</b>	<b>Highly Skilled</b>

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 principal's 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 principals themselves.

**Table 4. 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
<b>Overall</b>	<b>4.58</b>	<b>Highly Skilled</b>	<b>4.24</b>	<b>Highly Skilled</b>

While keep accurate records, grades and performance level of learners and teachers obtained a mean rating of 4.24 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 5 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 School Plant, Resources and Facilities Management**

School Plant, Resources and Facilities Management	School Heads		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
<b>Overall</b>	<b>4.67</b>	<b>Highly Skilled</b>	<b>4.21</b>	<b>Highly Skilled</b>

The study of Wiles in 2000 supports these findings when he pointed out that the basic function of supervision is to improve the learning situation of children by providing appropriate educational facilities and equipment that will enhance and provide quality education among learners. If any administrator in his supervisory capacity does not contribute to effective learning in the school, his existence as such cannot be justified.

Table 6 shows the weighted mean of the supervisory skills of public secondary school heads 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 school heads themselves and by the teachers respectively was manifests personal qualities like enthusiasm, flexibility caring attitude and collegiality among others.

**Table 6. 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
<b>Overall</b>	<b>4.72</b>	<b>Highly Skilled</b>	<b>4.29</b>	<b>Highly Skilled</b>

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.

Table 7 presents the weighted mean of supervisory skills of public elementary school heads in terms of school, community linkages and public relations.

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 who 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 who 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 9. Computed Weighted Mean on the Level of Supervisory Skills of the School Heads in Terms of School, Community Linkages and Public Relation**

School, Community Linkages and Public Relation	School Heads		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
<b>Overall</b>	<b>4.71</b>	<b>Highly Skilled</b>	<b>4.30</b>	<b>Highly Skilled</b>

The result emphasized that school heads did their best efforts to involve the community in achieving a high degree of performance among learners and other personnel in the school. This connotes that the school heads value school and community

relations. This also shows that supervisory skills as to school community and public relations were completed beyond the level of expectations.

The findings of the study were supported by the study of Davis in 2000 when he emphasized that the primary basis of managerial activities in the field of interpersonal relations is a belief that the community, teachers, and administrators will contribute to the effective and economical attainment of educational objectives. If there is an interpersonal relationship that exists, human satisfaction will be established. For an organization to be successful, the administrator must have the ability to get along with others. Ideas of Davis helped the present study in establishing harmonious relationship with the school administrators, teachers and the community in order to attain the school objectives.

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

**Table 8. 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
<b>Overall</b>	<b>4.64</b>	<b>Highly Skilled</b>	<b>4.25</b>	<b>Highly Skilled</b>

As revealed in table 8, 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.

The findings indicate that the school heads in public secondary school were highly skilled in managing and supervising the schools. This implies that the principals display at all times a high level of skills, abilities and attributes, initiatives and productivity wherein all skills in the different aspects were completed beyond level of expectations.

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

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

**Table 9. 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	Respondents	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 9, 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.

The findings emphasized that even if the verbal interpretation on the ratings of the principals and teachers on the supervisory skills of the school heads are the same, the supervisory skills were significantly different as indicated in the difference in the mean rating assessment. The value of this fact lies in the sense that self-assessment on the school heads might be favorable to themselves than the assessment of the teachers.

Table 10 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 10, 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.

This implies that age had a great effect on how the principals perform their duties curriculum and instructional supervision; and planning, assessing and reporting teaching learning outcomes. The younger the principal is, the greater effort is evident in performing their supervisory skills.

**Table 10. 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 95.579	2 271	.523 .353	1.484	.229	Accept	Not Significant
	Within Groups							
	Total	96.626	273					
School, Community Linkages and Public Relation	Between Groups	.680 95.918	2 271	.340 .354	.961	.384	Accept	Not Significant
	Within Groups							
	Total	96.598	273					

The findings on the two items in this criterion was supported by Austria in his study in 2000 when he revealed in his findings that age was significantly related to performance on the administrative and supervisory practices of the school heads. While Aquino in her study in 2002 confirmed the findings on the four items in this criterion when she elicited in her findings that, there was no significant relationship between the respondents' perception on the level of supervisory practices of the school heads and age.

Table 11 on the next page, presents the computed level of significance, standard deviation and verbal interpretation on the level of supervisory skills of the school heads in terms of the different aspects with respect to sex.

**Table 11. 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 97.065	1 272	.017 .357	.048	.828	Accept	Not Significant
	Within Groups							
	Total	97.082	273					
School Plant, Resources and Facilities Management	Between Groups	.231 102.844	1 272	.231 .378	.610	.435	Accept	Not Significant
	Within Groups							
	Total	103.075	273					
Personal, Social Growth and Professional Development	Between Groups	.146 96.480	1 272	.146 .355	.411	.522	Accept	Not Significant
	Within Groups							
	Total	96.626	273					
School, Community Linkages and Public Relation	Between Groups	.044	1	.044	.124	.725	Accept	Not Significant
	Within Groups	96.554	272	.355				
	Total	96.598	273					

As presented in table 11, 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.

Table 12 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 14, 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.

This finding was supported by Austria in her study in 2000 when she cited in her findings that, civil status was not significantly related to the level of school heads' supervisory practices with the obtained chi-square value of 2.81 far below to the critical region of 9.49 at .05 level with four degree of freedom as revealed in her findings.

**Table 12. 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				
	Groups 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 13 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 13. 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				
	Within Groups	88.787	252	.352				
	Groups Total	96.531	272		1.099	.351	Accept	Not Significant
School Plant, Resources and Facilities Management	Between Groups	9.915	20	.496				
	Within Groups	92.842	252	.368				
	Groups Total	102.756	272		1.346	.151	Accept	Not Significant
Personal, Social Growth and Professional Development	Between Groups	9.608	20	.480				
	Within Groups	86.786	252	.344				
	Groups Total	96.395	272		1.395	.125	Accept	Not Significant
School, Community Linkages and Public Relation	Between Groups	10.619	20	.531				
	Within Groups	85.756	252	.340				
	Groups Total	96.375	272		1.560	.063	Accept	Not Significant

Table 14 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.

**Table 14. 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				
	Within Groups	79.904	267	.299	4.592	.011	Reject	Significant
	Groups 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				
	Groups Total	100.990	269					
Planning, Assessing and Reporting Teaching Learning Outcomes	Between Groups	1.136	2	.568				
	Within Groups	91.770	267	.344				
	Groups Total	92.906	269		1.653	.193	Accept	Not Significant
School Plant, Resources and Facilities Management	Between Groups	.616	2	.308				
	Within Groups	98.473	267	.369				
	Groups Total	99.089	269		.835	.435	Accept	Not Significant
Personal, Social Growth and Professional Development	Between Groups	2.242	2	1.121				
	Within Groups	90.369	267	.338	3.312	.038	Reject	Significant
	Groups Total	92.611	269					
School, Community Linkages and Public Relation	Between Groups	.754	2	.377				
	Within Groups	91.530	267	.343				
	Groups Total	92.284	269		1.099	.335	Accept	Not Significant

While Sutarez in her study in 2002 confirmed the findings on the four items in his criterion when she elicited in her findings that, there was no significant relationship between the respondents' perception on the level of supervisory practices of the school heads and administrative experience. The  $\chi^2$  value of 6.744 which was less than the tabular value of 28.869 confirmed that respondents' perception on the level of assessment on the supervisory practices of the school heads and administrative experience were not significant.

### Recommendations

In the light of the conclusions drawn, the following recommendations were offered:

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 Third Congressional District, but in the entire Pangasinan Division II.

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