

# SUPERVISORY ROLES OF THE SCHOOL HEADS OF THE 2<sup>ND</sup> CONGRESSIONAL DISTRICT OF SORSOGON

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**Abstract:** The study aimed to determine the supervisory roles of the school heads of the 2<sup>nd</sup> Congressional District of Sorsogon for the school year 2019-2020. It used the descriptive-survey method since a questionnaire was devised in gathering the primary data as reflected in the problem. The respondents were the randomly selected 24 school heads and 120 teachers of the public elementary schools in the 2<sup>nd</sup> Congressional District of Sorsogon. The statistical tools utilized were weighted mean and t-test for independent samples.

The study revealed that the school heads had an outstanding performance in clinical supervision, performed very satisfactorily along professional development and curriculum development but performed satisfactorily in action research. Then, the teachers agree that their school heads performed their supervisory roles, along clinical supervision, curriculum development, professional development and action research. Also, the teachers perceived similarly that the school heads performed their supervisory roles along professional development and curriculum development. However, they perceived significantly different in clinical supervision and action research.

Further, the school heads have helped their teachers to improve the teaching performance when they provide feedback and suggestions during clinical supervision. An action plan was proposed to enhance the supervisory performance of the school heads.

Therefore, the school heads may sustain their outstanding performance in clinical supervision and continually improve in professional development, curriculum development, and action research by attending capability building activities. School heads may enhance their working relationship with their the teachers through series of meetings, conference, dialogues, and team building activities. The school heads may establish an open channel of communication with the teachers in order to reconcile their differences in perceptions specially in clinical supervision and action research. The school heads may continuously assist the teachers in improving their instructional performing with the constant execution of supervisory roles. The action plan may submitted to the division Office for possible implementation and if found feasible, may be adopted. Further research may be conducted on instructional supervisory practices of school heads and teacher motivation.

**Keywords:** Supervisory roles, School Heads, Professional Development, 2<sup>nd</sup> District of Sorsogon.

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## 1. INTRODUCTION

It has long been recognized that school heads are one of the keys to an effective school. A great deal of researches show that the unique position school heads hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in a powerful position to coordinate the entire school operation and move it forward. They have the primary features of displaying powerful academic leadership for the development of diversified curriculum and great of tutorial program for powerful attainment of set dreams (Onuma, 2016).

According to Arong and Ogbadu (2010), supervisory role of school heads increases the professional development and job performance of teachers for an effective management of the teaching and learning process. It gives support and guidance for teachers to upgrade their teaching performance, provide motivation and boost teachers' moral (Yunus, 2012).

School heads greatly influence the teachers, who in turn have a direct influence on students' achievement. Those who can provide the necessary leadership when managing the teachers' performance can have a large impact on their school's work environment and if the impact is positive, it may lead to teachers practicing and displaying desired behaviors in the workplace, especially in their commitment towards the school organizations (Ponnusamy, 2010).

Similarly, principal's supervisory role is a process of choosing different instructional strategies and applying them in different context. Different teachers are at different stages of professional development, in different years of experience and with diverse individual needs. To be able to meet their different needs principals must employ different instructional supervisory strategies. It is clear therefore that an instructional supervisor must apply different supervisory strategies to enable the teachers choose from the multiple choices of teaching styles (Samoei, 2014).

Glickman (2001) stresses that principals are not merely the instructional leaders. They argue that it is not about the person's title but rather the responsibilities he/ she is performing. This assumes that typical supervisors are principals, assistant principals, instructional lead teachers, department heads, master teachers and teachers. Their original role involves traditional tasks such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers (King, 2002; DuFour, 2002).

In addition, he develops five school heads' roles which include clinical supervision, group development, professional development, curriculum development, and action research. Each of these roles is made up of many instructional activities geared towards supporting, motivating and consulting teachers in their classroom instruction and curriculum implementation. The school heads' activities include observation of lessons and feedback, visits to classrooms, induction of new teachers and in-service courses.

The supervisory function of school heads entails a continuous method of helping in instructors to enhance their educational performance according to the professional code setup by means of the educational sector. Hence, they are expected to make sure that their school meets testing, budgetary and other standards set by their district or state, to be kind, has enough teaching experience and has high level of education, excellent administrative skills ability to balance the needs of teachers with those of students and their parents (Donaldson, 2012).

The Republic Act No. 9155 or otherwise known as the Governance of Basic Education Act of 2001, consistent with the national educational policies, plans and standards, clearly states that the school heads shall have the Authority, Responsibility and Accountability (AuRA) in managing all affairs of the school. Nevertheless, DECS Service Manual has provided the nine duties of the school heads to be efficient and effective leader in school.

In a management and committee meeting in November 2019, Schools Division Superintendent of Sorsogon province, highlights the role of school heads in attaining the mission of school. He emphasizes the importance of continually updating the academic and professional status of the school heads and the need to provide the right motivation and stimulation for teachers and students to improve academic achievement. Moreover, he says that they must use supervisor-teacher friendly methods to move away from the traditional method of control and authoritarianism.

Chief Education Supervisor of School Governance and Operations Division (SGOD) in Sorsogon Province, reminds the school heads to take instructional supervision and monitoring seriously. He underscores the importance of doing such activities in improving administrative and supervisory functions of the school administrators. Also, he stresses that doing so would help them realize the vision and goals of Department of Education.

### **1.1 Statement of the Problem**

This study determined the supervisory roles of the school heads of the 2<sup>nd</sup> Congressional District of Sorsogon for the school year 2019-2020.

Specifically, it answered the following questions:

1. How do the school heads perform their supervisory role along:
  - a. Clinical supervision;
  - b. Professional development;

- c. Curriculum development;
  - d. Action research?
2. What is the level of agreement of the teachers on the performance of the school heads along the identified supervisory roles?
  3. Is there a significant difference between performance of the school heads and level of agreement of the teachers along the identified variables?
  4. How does the performance of the school heads affect the performance of the teachers?
  5. What action plan could be proposed based on the results of the study?

### 1.2 Purpose of the study

Keeping in view the established linkage between the school heads and teachers in promoting quality education to the learners it is important to determine the supervisory roles of school heads in the 2nd Congressional District of Sorsogon. This will determine the role of the school heads in improving the job performance of teachers along the clinical supervision, professional development, curriculum development and action research. It will provide the duty, authority, accountability of the school heads which are the bases of their supervisory roles. These will also serve as the legal foundation of school heads role. Considering the efforts and trainings launched to capacitate the school heads with their duties and responsibilities as a way to meet the target of the schools, this study is conceptualized.

## 2. RESEARCH METHODOLOGY

It utilized the descriptive method in which survey questionnaire was utilized as the instrument in gathering the data. The unstructured interview was also utilized in order to verify the validity and accuracy of the responses.

The respondents that were considered were the school heads who completed an action research and teachers with at least five years of teaching experience in the second congressional district of Sorsogon. The statistical tools used for the data analysis were the weighted mean and t-test for independent samples.

## 3. RESEARCH FINDINGS AND DISCUSSIONS

Based on the data collected, the following are the findings of the study:

1. The school heads clinical supervisory role of providing feedback and giving suggestions for teachers' instructional improvement got the highest weighted mean of 4.67 which is interpreted as outstanding. In terms of professional development, they rated themselves outstanding in helping teachers to evaluate the curriculum guide and suggest changes to meet the pupils' needs with weighted mean of 4.71. In relation to curriculum development, the school heads are outstanding in enlightening teachers on the educational philosophy upon which the curriculum built with weighted mean of 4.63. Relative to action research, the helping individual teachers in improving and setting goals in conducting research for professional undertakings and providing opportunity for independent research in utilizing the knowledge and skills learned were very satisfactorily performed with weighted mean of 3.54.
2. The level of agreement of teachers on the supervisory performance of school heads under clinical supervision revealed that the teachers agree that school heads encourage teachers' professional growth with weighted mean of 4.42. Relative to professional development, they strongly agree that school heads conduct meeting with teachers to review progress with weighted mean of 4.60. Along curriculum development, they agree that school heads develop the cognitive, emotional, and self-motor of students' curriculum goals with weighted mean of 4.33. In terms of action research, they agree that school heads maintain an environment for free and open discussion of data of research conducted with weighted mean of 3.68.
3. There is a significant difference between the teachers' perceptions and school heads of the supervisory performance along clinical supervision and action research since the t computed values of 3.856 and 4.693, respectively, are greater than the t critical value of 2.101 (df=18,  $\alpha=0.05$ ). On the other hand, the perceptions of the two respondents do not differ significantly in the school heads' supervisory performance along professional development and curriculum development because the t computed values of 1.099 and 1.239, correspondingly, do not exceed the t critical values of 2.101 (df=18,  $\alpha=0.05$ ) and 2.074 (df=22,  $\alpha=0.05$ ).

4. Of the 120 teacher-respondents, 90 of them positively confirmed that they were affected by the supervisory performance of their school heads. Majority of them said that the supervisory activities are all directed towards their instructional improvement. Also, the regular conduct of meetings to review their progress somehow affected them. The action research had a little impact on them since the school heads are not so exposed to this role.
5. An action plan may be proposed to enhance the supervisory performance of the school heads.

#### **4. CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings of the study, the researcher arrived at the following conclusions:

1. The school heads have outstanding performance in clinical supervision while they performed very satisfactorily in professional development and curriculum development. However, the school heads have satisfactory performance in action research.
2. The teachers agreed that their school heads performed their supervisory roles, along clinical supervision, curriculum development, professional development and action research.
3. The teachers perceived similarly that the school heads performed their supervisory roles along professional development and curriculum development. However, they perceived significantly different in clinical supervision and action research.
4. The school heads have helped their teachers to improve the teaching performance when they provide feedback and suggestions during clinical supervision.
5. An action plan was proposed to enhance the supervisory performance of the school heads.

#### **Recommendations**

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

1. The school heads may sustain their outstanding performance in clinical supervision and continually improve in professional development, curriculum development, and action research by attending capability building activities.
2. School heads may enhance their working relationship with their the teachers through series of meetings, conference, dialogues, and team building activities.
3. The school heads may establish an open channel of communication with the teachers in order to reconcile their differences in perceptions specially in clinical supervision and action research.
4. The school heads may continuously assist the teachers in improving their instructional performing with the constant execution of supervisory roles.
5. The action plan may submitted to the division Office for possible implementation and if found feasible, may be adopted.
6. Further research may be conducted on instructional supervisory practices of school heads and teacher motivation.

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