Delineating Educational Outcomes Through Administration And Supervision Essentials

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ABSTRACT
This study aimed to identify the leadership skills of the 18 school administrators during the school year 2020 – 2021 of the 18 elementary schools of Barili 2 District, Barili, Cebu, Dep Ed Cebu Province Division. The study utilized the descriptive method and the standardized assessment tool. Findings revealed that there was no significant relationship between the identified profiles and school leadership skills of the school heads. Generally, the school leadership skills in terms of competencies enumerated in the NCBSSH is interpreted as an expert (doing it well and can lead others to do the same) except for the level of leadership skills of the school heads in the assessment of learning interpreted as experienced (doing it but need to improve). Based on the findings it is concluded that the school leadership skills of the school heads are not influenced by the identified profiles. It is recommended that the proposed Supervision Plan be adapted and implemented.

Keywords:

Development Education Educational Outcomes Supervision Essentials, Leadership Skills Barili, Cebu

1. INTRODUCTION

The definition of school leadership is as old as the numerous positions that have been developed, discussed, and written about within formal educational organizations (Gunter, 2016). Leadership was discovered to be an essential element in achieving excellent academic results. Often, the Principal exercised this leadership, but additional key personnel included Head Teachers, Deputy Principals, and teachers playing leading roles in faculties and programs (Dinham, 2005). By maintaining trust, developing mechanisms that facilitate teacher learning, and either linking their faculties to external expertise or assisting teachers in generating changes internally, successful principals may maintain high levels of capability (Young & King, 2002).

Nengaska (2015) noted that the frequency, relevance, and consistency of teacher professional development provided by the school and school district might also impact school effectiveness. A good school also demonstrates confidence and parental involvement. Trust between all school community members is essential for improving the school's energy because it ensures that parents and teachers have faith in their intentions and behavior.

Chapter Three (3), subsections two (2) and three (3) of the Batas Pambansa 232, "An Act Providing for The Establishment and Maintenance of an Integrated System of Education," states that; the school head is; Accountable for the efficient and effective administration and management of the school; Creating and preserving a healthy school atmosphere that encourages academic freedom is your responsibility, successful teaching and learning, and a harmonious and progressive school-staff partnership. As a leader, the primary responsibility is to ensure that structures, processes, path roles, duties, and manners are maintained and carried out successfully and efficiently (Maxwell, 2015). The authority emanates from the position in the organization (Bush et al., 2013) acquired through appointment to the place. A higher level of management is closely linked to improved educational performance. The strength of governance and the standard of leadership in schools are inextricably related to school management gaps (Bloom et al., 2014).

On the other hand, principals are under pressure to concentrate on instructional leadership rather than administrative responsibilities (Prytula et al., 2013). Leading change within one's own department or team can necessitate a great deal of tact and interpersonal ability. The teacher leader's reputation and confidence with his or her colleagues are also essential factors in the success of such an initiative (Danielson, 2007).

Cited by Nengaska (2015), Ghazala said that the competencies in the management of school heads are directly associated with school performance. Effective education leadership is an essential factor in improving learning. There is nothing controversial and new about the idea. Creating a high-performing teaching force is very important. School leaders inspire the members of the organization to go out of their comfort zone and go beyond their tasks to achieve the common goals of the organization. This is a manifestation of effective leadership. School Leadership sets directions. It charts a direction that everyone in school understands, creates high expectations, and uses available data to track performance and progress.

Consistent with the national educational policies, plans and standards, the school heads shall have authority, accountability and responsibility for the following: Setting the mission, vision, goals and objectives of the school; Creating an environment within the school that is conducive to teaching and learning; Implementing the school curriculum and being accountable for higher learning outcomes; Developing the school education program and school improvement plan; Offering educational programs, projects and services which provide equitable

opportunities for all learners in the community; Introducing new and innovative modes of instruction to achieve higher learning outcomes; Administering and managing all personnel, physical and fiscal resources of the school; Recommending the staffing complement of the school-based on its needs; Encouraging staff development; Establishing school and community networks and encouraging the active participation of teachers' organizations, non – academic personnel of public schools, and parents – teachers – community associations; Accepting donations, gifts, bequests and grants for the purpose of upgrading teachers, learning facilitators competencies, improving and expanding school facilities and providing instructional materials and equipment. Such donations or grants must be reported to the appropriate district supervisors and division superintendents, and perform such other functions as may be assigned by proper authorities.

Researchers have recommended various leadership styles over time because no one leadership style can be considered universal. Regardless of the different leadership styles, a successful leader must control, encourage, empower, and guide efforts to achieve group or organizational objectives. According to executive and leadership theory, a highly effective leader in one setting can fail in another (Murphy, 2018).

Influence is the only source of authentic leadership. It cannot be assigned, awarded, or appointed. Leadership is a difficult task. Leadership performance is the application of learned skills, almost all of which can be learned and enhanced. Aspects of good leadership include respect, experience, emotional strength, people skills, discipline, vision, momentum, and timing (Maxwell, 2015). In leadership, intentionality leads to actions that impact the group or organization's direction, mission, culture, and practice (Woods et al., 2018). To accomplish a specific purpose, leadership entails an obligation that uses available resources such as human and material resources while still maintaining a cohesive and coherent organization (Ololube, 2013). Recognizing employee perception, which frequently plays a significant role in decision implementation and outcome, is a vital addition to leadership ability (Weddle, 2013). Good leadership is founded on the leader's strong character and selfless devotion to an organization (Jenkins, 2013). The principal serves as a leader. He has an impact on others. The act of shaping others to accomplish one's objectives is known as leadership. School leaders create a vision for their schools based on their personal and professional values (Murphy, 2018).

Effective educators and leaders create and support an intellectually rigorous and comprehensive curriculum, instruction, and assessment systems to improve students' academic success and well-being. In a school, the principal instructor is the school head. The school principal's role has evolved significantly over the years, with added responsibilities for operational management and accountability. The school head is no longer expected to be the most skilled and knowledgeable teacher in the school. Numerous schools employ teachers who are more knowledgeable than the

school's head about the subjects they teach. This evolution of instructional capacity highlights the principal's critical role in knowing how to lead without performing every task that expert faculty and staff are best equipped to act. Instead of being a teacher of teachers, the school head must be a leader of leaders, empowering teaching leaders to succeed (National Policy Board for Educational Administration [NPBEA], 2015).

According to Friesen et al. (2015), the school principal's role has evolved. Transforming a school from employment to a place of learning requires overturning the top-down authority tasked with assisting underperforming schools in becoming influential school leaders. A leader encourages learners and teachers to go beyond the four walls of the classroom by instilling these qualities in them.

Three distinct instructional behaviors emerged as significant predictors of effective teacher practice: Standard Contemporary Practice, Focused Instruction, and Flexible Grouping Practices. The existence of shared leadership and a professional community accounts for a large portion of the strength observed in the three instructional variables. Additionally, when shared leadership and a professional community are present, the effect of teachers' trust in the principal diminishes. Self-efficacy is a strong predictor of Focused Instruction but has a lower predictive value for the other instructional behavior measures. Individual teacher characteristics such as gender and years of experience influence instructional practice, but no discernible patterns indicate that the top-level (elementary vs. secondary) has a greater or lesser effect on teacher instructional behaviors (Wahlstrom & Louis, 2008). When transformational and shared instructional leadership coexist in an integrated style of leadership, it has a significant impact on school success as measured by pedagogy quality and student achievement (Marks & Printy, 2003)

2. METHODS

Research Design
This study utilized the descriptive method which involved recording, describing, analyzing, and interpreting the data. This was used to determine the school leadership skills of the elementary school administrators of Barili 2 district, in the school year 2020-2021.

Research Respondents
The respondents of the research were the 18 school administrators and 238 Elementary School teachers of Barili 2 District in the school year 2020-2021. The data was collected from the school administrators and teachers of the 18 Elementary Schools of Barili 2 District.

Data Collection Tools

This research used the adopted questionnaire for the profile of the respondents and the NCBSSH-TDNA, based on Dep Ed Order No. 32, Series 2010, "The National Adoption and Implementation of the National Competency-Based Standards for School Heads", with some modifications, to gather the needed data and information.

3. RESULTS

Table 1 Demographic Profiles of the School Heads

Profiles Percentage	Frequency
Age	
55 years old and above 27.78	5
50 – 54 years old 11.11	2
45 – 49 years old 55.56	10
35 – 39 years old 05.56	1
Total 100.00	**18**
Gender	
Male 22.22	4
Female 77.78	14
Total 100.00	**18**
Civil Status	
Single 05.56	1
Married 94.44	17
Total 100.00	**18**
Educational Attainment	
Doctor's Degree Holder **05.56**	**1**
Masters Degree with CAR for Doctorate	1

05.56	
Masters Degree with Doctorate Units	6
33.33	
Master Degree Holder	6
33.33	
BS with CAR for Masters	1
05.56	

BS with Masters Units	3
16.67	
Total	**18**
100.00	
Position Title/Designation	
P III	1
05.56	
P II	6
33.33	
P I	3
16.67	
HT III	1
05.56	
HT I	2
11.11	
Teacher-In-Charge	5
27.78	
Total	**18**
100.00	
Years Of Experience as School Head	
21 years above	2
11.11	
16 – 20 years	3
16.67	
11 – 15 years	4
22.22	

6 – 10 years			4
22.22			
5 years and below			5
27.78			
Total			**18**
100.00			

Table 2 Level of Leadership Skills of the School Heads in Developing and Communicating Vision, Mission, Goals, and Objectives as Perceived by School Heads and Teachers

Developing and Communicating Vision, Mission, Goals, and Objectives (VMGO) Teachers	School Heads		Weighted
Verbal	Weighted	Verbal	Weighted
Interpretation	Mean	Interpretation	Mean
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission Expert	3.33	Expert	3.27
2. Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives Expert	3.30	Expert	3.47

	Weighted Mean	Verbal Interpretation	Weighted Mean
3. Align goals and objectives with the school vision and mission Expert	3.73	Expert	3.53
4. Communicate the school VMGO Expert	3.73	Expert	3.43
5. Explain the school vision to the general public Expert	3.35	Expert	3.33
6. Revisit and ensure that school activities are aligned with the school VMGO Expert	3.60	Expert	3.60
Over All Weighted Mean Expert	3.51	**Expert**	**3.43**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 - Expert

Table 3 Level of Leadership Skills of the School Heads in Data-based Strategic Planning as Perceived by School Heads and Teachers

Data-based Strategic Planning Teachers		School Heads	
	Weighted	Verbal	Weighted Verbal
	Mean	Interpretation	Mean
Interpretation			

1. Establish E-BEIS/SIS and baseline data of all performance indicators Expert	3.93	Expert	3.93
2. Involve all internal and external stakeholders in developing SIP/AIP Expert	3.80	Expert	3.73
3. Utilize data, e.g, E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP Expert	3.50	Expert	3.73
4. Align the SIP/AIP with national, regional and local education policies and thrusts Expert	3.53	Expert	3.63
5. Communicate effectively SIP/AIP to internal and external stakeholders Expert	3.73	Expert	3.33
Over All Weighted Mean Expert	**3.70**	**Expert**	**3.74**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 – Expert

Table 4 Level of Leadership Skills of the School Heads Problem-Solving as Perceived by School Heads and Teachers

Problem-Solving	School Heads		Teachers
	Weighted	Verbal	Weighted
Verbal			
	Mean	Interpretation	Mean
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Interpretation

1. Resolve problems at the school level Expert	3.44	Expert	3.76
2. Assist teachers and students to understand problems and identify possible solutions Expert	3.50	Expert	3.93
3. Analyze cause/s of problems critically and objectively Expert	3.29	Expert	3.57
4. Address the causes of the problem rather than the symptoms Expert	3.70	Expert	3.80
5. Explore several approaches in handling problems Expert	3.93	Expert	3.80
6. Demonstrate a proactive approach to problem-solving Expert	3.93	Expert	3.80
Over All Weighted Mean Expert	**3.63**	**Expert**	**3.78**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 - Expert

Table 5 Level of Leadership Skills of the School Heads Building High-Performance Teams as Perceived by School Heads and Teachers

Building High-Performance Teams	School Heads		Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
1. Involve stakeholders in meetings and deliberations for decision making	3.40	Expert	3.80	Expert
2. Set high expectations and challenging goals	3.70	Expert	3.60	Expert
3. Provide opportunities for growth and development of members as team players	3.85	Expert	3.50	Expert
4. Define roles and functions of each committee	3.60	Expert	3.63	Expert

	Weighted Mean	Verbal Interpretation	Weighted Mean
5. Monitor and evaluate accomplishment of different committees/teams Expert	3.83	Expert	3.53
6. Give feedback on the team's performance using performance-based assessment tool Expert	3.90	Expert	3.93
7. Establish a system for rewards and Expert benefits for teachers and staff	3.76	Expert	3.60
Over All Weighted Mean Expert	**3.72**	**Expert**	**3.66**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 - Expert

Table 6 Level of School Leadership Skills of the School Heads in Leading and Managing Change as Perceived by School Heads and Teachers

Leading and Managing Change Teachers		School Heads	
Verbal	Weighted Mean	Verbal Interpretation	Weighted Mean

Interpretation

1. Maintain an open, positive and encouraging attitude toward change Expert	3.52	Expert	3.73
2. Assist teachers in identifying strengths and growth areas through monitoring and observation Expert	3.50	Expert	3.83
3. Introduce innovations in the school program to achieve higher learning outcomes Expert	3.78	Expert	3.28
4. Monitor and evaluate the implementation of change programs included in SIP/AIP Expert	3.27	Expert	3.79
5. Observe and apply multi-tasking in giving assignments Expert	3.42	Expert	3.85
6. Advocate and execute plans for changes including culture change in the workplace Expert	3.77	Expert	3.66
7. Empower teachers and personnel to identify, initiate and manage changes Expert	3.98	Expert	3.97
Over All Weighted Mean Expert	**3.61**	**Expert**	**3.73**

Legend:
1.00-1.75 - Novice
1.76-2.50 - Emerging
2.51-3.25 - Experienced
3.26-4.00 - Expert

Table 7 Performance Ratings of School Heads and Teachers

Numerical Description				School	Heads
Teachers					
		Verbal			
Verbal					
	Frequency	Interpretation		Percentage	
Frequency	Interpretation	Percentage			
3.500 – 4.499	18	Very Satisfactory	100.00	238	Very
Satisfactory	100.00				
Total	18			100.00	238
100.00					

Legend:
    4.500 – 5.000 – Outstanding
    3.500 – 4.499 – Very Satisfactory
    2.500 – 3.499 – Satisfactory
    1.500 – 2.499 – Unsatisfactory
    0.000 – 1.499 - Poor

Table 8 Relationship between the Identified Profiles and Leadership Skills of the School Heads

Profiles	Computed			
	Chi-Square			
	Value	P-value	Decision	
Interpretation				

Age	38.00	0.128	Accept Ho
No Significance			
Gender	22.00	0.112	Accept Ho
No Significance			
Civil Status	45.00	0.154	Accept Ho
No Significance			
Position	50.00	0.177	Accept Ho
No Significance			
Highest Educational Attainment	85.00	0.126	Accept Ho
No Significance			
Years of Service	57.00	0.098	Accept Ho
No Significance			
Relevant Trainings and			
Seminars Attended	30.00	0.153	Accept Ho
No Significance			

4. DISCUSSION AND CONCLUSION

4.1 DISCUSSION

In Developing and Communicating Vision, Mission, Goals, and Objectives (VMGO) as perceived by the school heads and the teachers were both interpreted as an expert (doing it well and can lead others to do the same) which means that the school heads were excellent in Developing and Communicating Vision, Mission, Goals, and Objectives (VMGO) in their respective schools.

In Data-based Strategic Planning, the rating given by the school heads and by the teachers were both interpreted as an expert (doing it well and can lead others to do the same) which means that the school heads were excellent in Data-based Strategic Planning in their respective schools.

In Problem-Solving as perceived by the school heads and by the teachers were both interpreted as an expert (doing it well and can lead others to do the same) which means that the school heads were excellent in problem-solving in their respective schools.

In building, high-performance teams as perceived by the school heads and the teachers were both interpreted as an expert (doing it well and can lead others to do the same) which means that the school heads were excellent in building high-performance teams in their respective schools.

In leading and managing change, the rating given by the school heads and teachers respectively were interpreted as an expert (doing it well and can lead others

to do the same) which means that the school heads were excellent in leading and managing change in their respective schools.

On the other hand, the school heads and teachers of the Barili 2 district got a very satisfactory performance rating. It means that all the school heads and teachers are performing very well in their school leadership and teaching tasks respectively.

Finally, all of the identified profiles were not significantly related to the leadership skills of the school heads.

4.2 CONCLUSION

Based on the findings it is concluded that the leadership skills of the school heads are not influenced by the identified profiles.

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