

Supervisory and administrative competence of school heads in Rosario East district division of Batangas: Basis for enhanced capability program

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Abstract

This study was to determine school heads supervisory and administrative competence in Rosario East District a basis for enhanced capability program. The respondents were thirty school heads from the elementary and secondary public schools in Rosario East District. The study used the descriptive method to identify the respondents. The main instrument used was the researcher-made survey questionnaires. The instruments underwent content validation by research adviser. The questionnaire was multiplied and distributed to the respondents after seeking permission on concerned Deped officials. Based on the findings of the study, since there is a very high level of administrative and supervisory competence of the school heads of East Rosario District, a proposed Supervisory and Administrative Plan Exemplar is hereby proposed. The adoption of the proposed supervisory and administrative plan aimed at maintaining the high level of competence being exhibited by the school heads who participated in this study. This is to ensure that in the future, directions will be for the betterment of school leadership in the district.

Keywords: school heads, leadership style, administrative competence, supervisory competence, capability program

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1. Introduction

Organizational effectiveness is the main concern of all education institutes. Over the years there have been many different models of effectiveness along with the criteria for measuring organizational effectiveness. In addition, it became more prominent and switched to being a concept from the status of a construct (Henry, 2011). This concept is related to issues such as the ability of an organization to access and absorb resources and consequently achieve its aims (Federman, 2016). Ashraf (2012) said that a unit which is individually ineffective in terms of cooperation with the rest of the organization is doomed to failure. Organizational effectiveness is the proficiency of the organization at having access to the essential resources. School leaders are confronted with the issues on how they will ensure the delivery of quality education to all learners enrolled in their respective institutions. It was observed that school leaders focus on improving school performance and achievements. The formula seems to lean towards providing a kind of leadership along with meaningful support and management for the improvement of school performance. In the present educational set-up, school performance is believed to be an output as result of administrators' endeavor in the attainment of goal. Most of the administrators appreciate and enjoy what they are doing in their respective schools to achieve better school performance.

Conflict in schools takes different forms; for example, teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the school activities. It, therefore, becomes common that conflict between teachers and the school principal occur frequently at any time in the school. In institutions, conflict occurs between various individuals because of their frequent interaction with each other. The primary conflict manager in the school is the principal, the person who has power to make changes and who is responsible for outcomes in the conflict episode. That is why the researcher aims to have an input to organizational effectiveness. As one of the teachers in Rosario East District, Division of Batangas province, the researcher pursues the study with the ultimate intent of improving school efficiency, effectiveness and performance which rest the shoulders of the school leaders. With the current educational system and with the work demanded of the school leader, those who do not possess qualities may turn down. With the said, supervisory and administrative competence of school heads still plays a major role in the realization of devised goals and objectives in shaping the future of students.

1.1 Theoretical Framework

The study is anchored on Fiedler's Contingency Theory (Forsyth, 2006). The theory postulates that there is no single best way for managers to lead. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required. Fiedler looked at three situations that could define the condition of a managerial task: 1. Leader member relations: How well do the manager and the employees get along? 2. Task structure: Is the job highly structured, unstructured, or somewhere in between? 3. Position power: How much authority does the manager possess?

Fiedler's contingency theory emphasized the leader's personality, or psychological disposition, is a main variable in her/his ability to lead, and said that how the group receives the leader, the task involved, and whether the leader can exert control over the group are the three principal factors that determine how successful the leader-led arrangement will be. Thus, the values from the least preferred co-worker (LPC) are added and then

averaged to produce the score. A high LPC score, as can be seen from the example, exhibits a positive orientation towards human relations. She/he gets along with people. The nature of the task is less important and issues in doing it may be compensated for with good human relations. When the environment is such that each group member is independent, such as in a scientific setting, tasks may not be all that well defined, and a leader must rely more on her or his personality to accomplish goals.

1.2 Conceptual Framework

Figure 2 presents the research paradigm used in this study. It shows the interrelationship among the selected variables used in this study. The major concept of this study focused on the relationship of the supervisory and administrative competence and profile of school heads in Rosario East District. An enhancement program based on the findings of the study, is the intended output of the study.

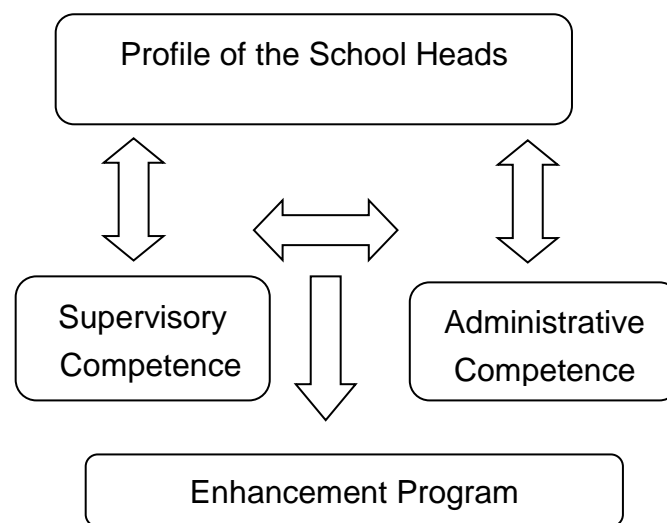


Figure. Research Paradigm

1.3 Statement of the Problem

This study aims to determine school heads supervisory and administrative competence in Rosario East District a basis for enhancement. Specifically, this study conducted to answer the following questions: First, what is profile of the school heads in terms of age, gender, educational attainment, position, and number of years as a school head? Second, how do the school heads assess their supervisory competence in terms of planning, organizing, leading; and controlling? Third is there a significant difference in the supervisory competence when respondents are grouped according to profile variables? How may the administrative competence of the school heads be described in terms of instructional development, curriculum development and staff development? Lastly, is there a significant difference in the administrative competence when respondents are grouped according to profile variables?

Hypotheses - The following hypothesis will be tested at 0.05 level of significance. First, there is no significant difference in the supervisory competence of the school heads when grouped according to profile. Second, here is no significant difference in the administrative competence of the school heads when grouped according to profile. Lastly, here is no significant relationship between the supervisory and administrative

Scope and Limitations - The study will investigate the Supervisory and Administrative Competence and Profile of School Heads in the Rosario East Districts. This research will be conducted between the month of November and December of Academic Year 2019-2020. The study will involve the principals and head teachers of the schools in the district. Autocratic leaders limit self-determination and autonomy and push followers to

accept the ideas. Such leadership decrease subordinates' sense of control and goal striving and increase powerlessness. Autocratic leaders are in complete control as they push their followers to conform to their image. They leave little room for free thought. Although not a popular approach to leadership there are situations when it is most suitable, for when an organization is in a crisis and followers require clear and concise direction.

Bureaucratic Leadership style is commonly defined as one that emphasizes procedures. It is the use of rules, policies, hierarchy of authority, written documentation, standardization, and other bureaucratic mechanisms to standardize behavior and assess performance (Brian 2006). Bureaucratic leaders are motivated by the need to control through documentation. Followers are merely instruments used to create bureaucracy within the organization as well as understand the procedures they write. Bureaucratic leaders produce followers that do only what is expected and nothing more (Reinke 2009). Democratic leadership style has been called a participative style because it suggests that leaders allow followers to participate in the management process. There are times when allowing followers to participate in management decisions can cause some democratic leaders to fear losing control. Democratic leaders are motivated by highly skilled and experienced employees who are not afraid to express their opinions. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis, 2018).

In this style of leadership, a high degree of staff morale is always enhanced. In other words, consultation, teamwork, and participation are the common key characteristics of successful schools. House and Mitchell (as reported in Oyetunyi, 2016) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behavior. Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the wellbeing and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2010). Participative Style is the leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2010). Moreover, every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2015) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals.

Local - According to Pedraza (2012), organizational effectiveness can be defined as the efficiency with which an association is able to meet its objectives. This means an organization that produces a desired effect or an organization that is productive without waste. Organizational effectiveness is about everyone doing everything they know how to do and doing it well; in other words, organizational efficiency is the capacity of an organization to produce the desired results with a minimum expenditure of energy, time, money, and human and material resources. The desired effect will depend on the goals of the organization, which could be, for example, making a profit by producing and selling a product. An organization, if it operates efficiently, will produce a product without waste. If the organization has both organizational effectiveness and efficiency, it will achieve its goal of making a profit by producing and selling a product without waste. In economics and the business world, this may be referred to as maximizing profits.

The main measure of organizational effectiveness for a business will generally be expressed in terms of how well its net profitability compares with its target profitability. Additional measures might include growth data and the results of customer satisfaction surveys. Highly effective organizations exhibit strengths across five areas: leadership, decision making and structure, people, work processes and systems, and culture. For an organization to achieve and sustain success, it needs to adapt to its dynamic environment. Evaluating and improving organizational effectiveness and efficiency is one strategy used to help insure the continued growth and development of an organization. Measuring organizational effectiveness can be an inexact science since each

individual entity will have a different list of criteria and priorities to weight and consider through self-assessment. Understanding a company's level of organizational effectiveness is important for several reasons: it serves as a check-in to see how well internal procedures are meeting an initial vision, it provides investors, donors, or employees with an idea of the company's strengths, and it highlights areas of ineffectiveness that can be the focus of improvements.

However, organizational effectiveness measures the big-picture performance of a business, across a broad range of criteria. Financial performance, long-term planning, internal structure, and adherence to core values may all be critical components in understanding organizational effectiveness. To get a clear idea of an organization's effectiveness, it is important to create a clear list of criteria to assess. No two organizations will have the same list of criteria, which is why many for-profit and non-profit groups measure effectiveness through self-assessment. Employees and company personnel are often in the best position to intimately understand the needs, goals, and performance of their company. Self-assessment of effectiveness can also help company personnel reconnect with the initial mission of an organization. By working creatively to invent new business strategies for areas of ineffectiveness, workers may develop a stronger sense of loyalty, purpose, and dedication to the job.

Since organizational effectiveness is difficult to express in a concrete formula, a company may choose to state the results of an assessment through specific goals achieved or desired. Turning up areas of ineffectiveness can also be tremendously beneficial to an organization. Areas that need improvement give a company a concrete strategy for the future, and allow workers, shareholders, donors, or customers to get excited about the improvements coming down the pipeline. Treating current weaknesses as a road map for future changes is a great way to increase effectiveness (Del Castillo, 2021; Pedraza, 2012). Magdalena (2009) stated that effective commitment is centered on the individual's identification with and in participation in the organization. It is an emotional commitment where individuals that are in an excessive agreement affectively linked to the organization stay with it since they want to. Still, affective commitment is the strong trust and approval of objectives and professional values and the determination to make substantial struggles to accomplish the professional objectives and responsibilities. Teachers affectively involve themselves in their activity, creating affective relationship with peers and students along their professional experience.

Foreign - Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on providing supervisory competence for teachers. The study also investigated how principals improve the teaching learning process and provide effective professional development of teachers at school level. The research was based on survey research. Data was obtained through interviews and document analysis. Open-ended questions and interviews were used. The sample of the study was drawn from two Indian states Delhi and Utrkhand. Two districts were selected from each state hence four districts made the sample. The data and information were collected from 47 rural and urban senior secondary schools. The sample included 17 government-managed schools, 7 private-aided schools and 23 private schools.

The study found that almost all the government school heads in the district provided routine advice for academic improvement. The pieces of advice included vague suggestions that certain teachers should improve their teaching. The Education officers perceived supervision as diagnosis and hence the absence of the supervisor as knowledge provider and supporters. Principals in private schools on the other hand spent more time in instructional activities. They offered teachers guidance and help relevant to their instructional needs. The private schools had code of conduct for teachers which helped teachers improve their teaching and learning of students.

Cheney and Davis (2011) noted that leadership preparation programs are increasingly asked to prepare aspiring leaders in instructional leadership. They summed it up succinctly in their research project for the Center for American Progress by stating: We now know from the field evidenced that the old job of principal as administrative manager is no longer sufficient to dramatically improve student achievement. The job evolved into a highly complex and demanding position that require strong instructional and leadership skills. Principals

are integral to strong teaching and learning in a school.

Hallinger and Heck (2011) explored several indirect influences school leaders use in becoming effective instructional leader. In their studies instructional leaders appeared to affect positive influences on student achievement through their collaboration with teachers, improving systemic learning processes, and establishing rigorous programs for students. Besong (2013) compared the administrative efficiency of principals in public and private secondary schools in Maroua. Thirty schools' principals i.e., 15 from the public and 15 from the private sectors were used. A questionnaire entitled; Comparative Study of Administrative Efficiency in Public and Private Secondary Schools Questionnaire was used to elicit information from the respondents. Mean and standard deviations and t-test statistic were used for analysis. The result indicated that the public and private secondary schools' principals differed significantly in terms of the level of delegation of functions motivation of staff, general rapport, aesthetics of school premises, management of fund and administration of rules and regulations, decision-making, organization of meetings supply of equipment and protection of school property.

Akomolafe (2012) compared the principals' administrative effectiveness in public and private secondary schools. The population consists of teachers in both public and private schools. Sample of 295 subjects were sampled 191 subjects from public institutions, 104 subjects from private institutions. Data were gathered using a questionnaire titled "principals' administrative effectiveness in secondary schools (PAESS). The findings revealed that there was moderate level of administrative effectiveness in private secondary schools. Schools with high level of administrative effectiveness manifest high level of discipline. The researcher referred to the above-mentioned studies to gather information for the present study. The concepts derived from the related studies gave the researcher the idea to pursue further research on life satisfaction and coping strategies of the respondents.

The reviewed studies on job and life satisfaction and the coping mechanisms they employ/. These studies likewise utilized teachers as respondents. When the literature was examined, any research searching the perceptions of life satisfaction of the teachers working in public primary schools were not encountered. With this research, it was tried to determine how the perceptions of the teachers in public primary schools about life satisfaction are. It is hoped that this research will shed light to the administrators and teachers taking place in the application and to the researchers who will conduct research on the subject. With the end goal of putting forward a faculty development program project for teachers, both conceptual literature and related studies reviewed that there is no duplication of study in the perspective of randomly sampled teachers specifically in the Sta Teresita National High School.

2. Research Methodology

This segment of the study covers the research method used, respondents of the study, instrument to be utilized, validity and reliability of the questionnaires, data gathering procedures, and the statistical treatment of the gathered data.

Research Design - This study made use of the descriptive research design since it tried to explain the current perceptions of the respondents on the perceptions of the school principals on home school relationship. According to Shields and Rangarajan (2013), descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about when, how, and why the characteristics occurred. Rather it addresses the "what question" as to the characteristics of the population or situation being studied.

Respondents of the Study - This study involved a total of 30 school heads from the elementary and secondary public schools. Random sampling will be used to come up with the sample size.

Data Gathering Procedure - A letter of request was forwarded to the concerned offices to ask permission to conduct a survey to the target respondents. When the permission was granted, the researcher will personally

distribute the questionnaires to the respondents. Distribution and retrieval of the questionnaires will be on one-on-one basis since she will directly go to each of the school. Data gathering will take about two months before completed. Data gathered will then be tallied, collated, tabulated, and analyzed.

Statistical Treatment of Data - To interpret the data gathered, the following statistical tools was used: **Weighted Mean**. This refers to the summation of the frequency of the responses of each weight multiplied by the numerical value of each weight divided by the total number of the respondents or cases. **Frequency and Ranking**. These are descriptive statistical tools used to characterize the number of responses and its position within the distribution of data collected. In this study, the profile of the respondents will be presented using percentage and rank. **Percentage**. This refers to display of data that specifies the percentage of observations that exist for each data point or grouping of data points. **ANOVA**. This was used to ascertain significant differences in the perceived level of parental involvement as respondents are grouped according to type of respondents, age, educational attainment, and employment status. **Pearson r**. This was used to determine significant correlation between two study variables.

3. Presentation, Interpretation and Analysis of Data

This presents the findings of the study which are interpreted and analyzed using appropriate statistical tools.

Profile of the respondents - Table 1.1 shows that a larger percentage of the respondents (56.7%) have ages 46 and above while 22.4% of them have ages between 36 to 40 years old. This goes to show that majority of the respondents are in the adulthood (WHO, 2003).

Table 1.1

Age of the respondents

Age	Frequency	Percentage
31 - 35 years old	1	3.33
36 - 40 years old	7	23.33
41 - 45 years old	5	16.7
46 and above	17	56.7
Total	30	100

Table 1.2

Gender of the respondents

Sex	Frequency	Percentage
Male	7	23.3
Female	23	76.6
Total	30	100

Table 1.2 shows that out of 67 respondents, fifty-two are females (76.6%) while the remaining are males (23.3%). This conforms to the general trend that the teaching profession is dominated by females.

Table 1.3

Highest educational attainment of the respondents

Educational Attainment	Frequency	Percentage
Doctoral Degree	2	6.67
Master's Degree with Doctoral units	10	33.33
Master's Degree	15	50
Bachelor's degree with master's units	2	8.67
Bachelor's degree	1	3.33
Total	30	100

Table 1.4 below shows the distribution of the respondents in terms of administrative position in their respective schools. Majority of the respondents are principals/ (17= 56.67 %). Ten out of 30 school heads are head teachers (33.33%) while 3 are officers-in-charge.

Table 1.4*Position of the respondents*

Position	Frequency	Percentage
Principal	10	33.33
Head Teacher	17	56.67
TIC/OIC	3	10.00
Total	30	100

Table 1.5*Respondents' number of years as school head*

Number of years	Frequency	Percentage
30 years above	2	6.67
20 - 29 years	10	33.33
10 - 19 years	15	50
5 - 9 years	2	8.67
5 years below	1	3.33
Total	30	100

Table 1.5 presents the distribution of the respondents based on the number of their teaching experience. The greatest number of respondents (50%) has between 20 to 29 years of teaching experience. On the other hand, only one school head (1.5%) has teaching experience of five years below. These demographics point to fact that majority of the respondents have been in the teaching profession for quite a long time since they are now holding key leadership positions in their respective schools.

3.1 Supervisory Competence of the School Heads

Table 2.1 below shows the supervisory competence of the respondents in terms planning. The average mean value of 4.63 connotes that the respondents assess their supervisory competence in terms of planning as very high. The indicators that got the highest mean value of 4.88 are those indicators that say that they allow participation from all sectors concerned in making of the plan and that they think through the goals and actions in advance. The lowest mean score of 4.40, interpreted as high, are those indicators that say they prepare performance targets, action plans in accordance with his duties, responsibilities and needs of his school, plans conferences carefully, and Discusses with the teachers the school head's targets and plans of action at start of the school year.

Table 2.1*Supervisory competence in terms of planning*

Indicators	Mean	Verbal Interpretation
Prepares performance targets, action plans in accordance with his duties, responsibilities and needs of his school.	4.40	High
Examines problems to be solved and other information before actions to be done.	4.60	Very high
Plans conferences carefully.	4.40	High
Presents to teachers' new ideas before final organization.	4.77	Very high
Considers the enrolment of classes in school in the distribution of instructional materials, books and school supplies.	4.70	Very High
Discusses with the teachers the school head's targets and plans of action at start of the school year.	4.40	High
Plans educational program and projects at the opening of classes.	4.77	Very high
Formulates school policies and objectives which are clearly defined and understood by all teachers.	4.57	Very high
Allows participation from all sectors concerned in making of the plan.	4.83	Very high
Thinks through the goals and actions in advance.	4.83	Very high
Total Mean	4.63	Very High

Table 2.2 below shows the supervisory competence of the respondents in terms organizing. The average

mean value of 4.66 connotes that the respondents assess their supervisory competence in terms of organizing as very high. The indicators that got the highest mean value of 4.99 is the indicator that say that they improved the appearance of the school ground, school buildings and offices. This is followed by the indicator that got the mean value of 4.89 that say that they arrange and structure relationships to unify efforts to get things done.

Table 2.2

Supervisory competence in terms of organizing

Indicators	Mean	Verbal Interpretation
Has effective monitoring scheme to evaluate progress of teachers work and gather feedback as basis for improved output.	4.27	High
Has systematic program for teachers and development in different subject areas where most needed such as LAC sessions and other in-service trainings.	4.83	Very high
Organizes conferences and helps teachers solve their problem in the school.	4.80	Very high
Arranges and structure relationships to unify efforts to get things done.	4.89	Very high
Records keeping in the school are well – organized and systematized.	4.37	High
Conceives and institutes effective administration.	4.53	Very high
Cooperates with other agencies in the promotion of socio-economic development projects.	4.57	Very high
Improves the appearance of the school ground, school buildings and offices.	4.93	Very high
Organizes a systematic student assessment and evaluation program for determining activities of instruction.	4.77	Very high
Arranges properly the organization of classes, delineates’ and assigns teaching load and other assignments of the staff.	4.77	Very high
Total Mean	4.66	Very High

Table2.3

Supervisory competence in terms of leading

Indicators	Mean	Verbal Interpretation
Gives direction and suggestions to subordinates.	4.83	Very High
Gives positive or negative criticism followed by constructive suggestions.	4.57	Very high
Assists teachers to improve more in the teaching-learning process.	4.50	Very high
Inspires teachers to make independent efforts.	4.90	Very high
Allows teachers to disagree with him when necessary.	4.00	High
Leads in the implementation of all educational programs in the school	4.83	Very high
Orients teachers and parents on new directions in the curriculum.	4.80	Very high
Encourages all teachers to implement new and appropriate teaching techniques in teaching different subject integrated.	4.90	Very high
Provides directions that are clear and concise.	4.77	Very high
Encourages teachers to read educational literature, books and magazines.	4.07	High
Total Mean	4.62	Very High

Table 2.3 above shows the supervisory competence of the respondents in terms leading. The average mean value of 4.62 connotes that the respondents assess their supervisory competence in terms of leading as very high. The indicators that got the highest mean value of 4.90 are the indicators that say that they encourage all teachers to implement new and appropriate teaching techniques in teaching different subject integrated and they inspire teachers to make independent efforts.

Table 2.4

Supervisory competence in terms of controlling

Indicators	Mean	Verbal Interpretation
Inspects physical facilities, size, grounds and school building.	4.83	Very High
Check the lesson plans/ DLL of teachers	4.83	Very high
Monitors the subject matter content of each teacher.	4.57	Very high
Has a systematic filing of record inventories of the school?	4.80	Very high
Gives achievement test at the beginning and end of the school year.	4.80	High
Avoid situations that may result to tensions.	4.33	Very high
Evaluates school activities, special programs, and projects.	4.53	Very high

Prepares and consolidates all reports in school.	4.40	Very high
Arranges and structure relationship to unify efforts to get things done.	4.80	Very high
Formulate policies to regulate the operation	4.63	High
Total Mean	4.65	Very High

Table 2.4 below shows the supervisory competence of the respondents in terms controlling. The average mean value of 4.65 connotes that the respondents assess their supervisory competence in terms of controlling as very high. The indicators that got the highest mean value of 4.83 are the indicators that say that they inspect physical facilities, size, grounds, and school building and check the lesson plans/ DLL of teachers.

Table 2.5

Summary of supervisory competence

Supervisory Competence	Mean	Verbal Interpretation	Rank
Planning	4.63	Very High	3
Organizing	4.66	Very high	1
Leading	4.62	Very high	4
Controlling	4.65	Very high	2
Composite Mean	4.64	Very High	

Table 2.5 summarizes the supervisory competence of the school heads. The composite mean value of 4.64 connote that the respondents regard the supervisory competence to be very high. All the areas of supervisory were assessed to be very high with the highest average mean value of 4.66 accorded to organizing, while the lowest mean value of 4.62 was received by leading.

3.2 Administrative Competence of the School Heads

Table 3.1 below shows the administrative competence of the school heads in terms of instructional development. Based on the composite mean of 4.54, it connotes that the respondents claim that administrative competence of school heads in terms of instructional development is very high. The indicator that was rated the highest (4.61) is the one that states that they enable teachers to develop competencies in lesson planning. This is followed by the indicator that says they provide immediate feedback to teachers particularly after lesson observation (4.60).

Table 3.1

Administrative competence in terms of instructional development

Instructional Development	Mean	Verbal Interpretation
Enables teachers to develop competencies in lesson planning.	4.61	Very High
Helps teachers to set up simple experimental classroom and evaluation for improvement.	4.45	High
Helps teachers develop skills of applying different assessment and measurement techniques through organizing in-service training.	4.49	High
Helps teachers in the selection of appropriate resource like teaching aids.	4.52	Very High
Provides immediate feedback to teachers particularly after lesson observation.	4.60	Very High
Helps to organize meetings for teachers to solve common instructional problems.	4.58	Very High
Average Mean	4.54	Very High

Table 3.2 below shows the administrative competence of the school heads in terms of curriculum development. Based on the composite mean of 4.48, it connotes that the respondents claim that administrative competence of school heads in terms of curriculum development is high. The indicator that was rated the highest (4.60) is the one that states that they help to identify students and community need so as to improve the curriculum. This is followed by the indicator that says they assist teachers in the implementation of the new curriculum (4.57).

Table 3.2

Administrative competence in terms of curriculum development

Curriculum Development	Mean	Verbal Interpretation
Assists in the implementation of the curriculum.	4.57	Very high
Helps to evaluate the existing curriculum so as to take immediate corrective measure	4.30	High
Helps to identify students and community need so as to improve the curriculum.	4.60	Very High
Helps to identify the problems in implementing the existing as per the education policy.	4.45	High
Helps to introduce new technology tools for teachers that are suitable for curriculum	4.45	High
Helps to collect and provide necessary educational materials that are supportive to curriculum.	4.54	Very High
Average Mean	4.48	High

Table 3.3

Administrative competence of the school heads in terms of staff development

Staff Development	Mean	Verbal Interpretation
Contribute to enhance professional competence of teachers	4.43	High
Helps teachers to share best practices from schools	4.61	Very High
Enhance teachers' continuous professional development	4.54	Very High
Facilitate mentoring for newly assigned teachers.	4.45	High
Ensure the delivery of effective staff development	4.45	High
Gives feedbacks to teachers.	4.62	Very High
Average Mean	4.52	Very High

Table 3.3 shows the administrative competence of the school heads in terms of staff development. Based on the composite mean of 4.52, it connotes that the respondents claim that administrative competence of school heads in terms of staff development is high. The indicator that was rated the highest (4.62) is the one that states that they give feedbacks to teachers. This is followed by the indicator that says they help teachers to share best practices from different schools (4.61).

Table 3.4

Summary of administrative competence

Administrative Competence	Mean	Verbal Interpretation	Rank
Instructional development	4.54	Very High	1
Curriculum development	4.48	High	3
Staff development	4.52	Very High	2
Composite Mean	4.51	Very High	

Table 3.4 summarizes the administrative competence of the school heads. The composite mean value of 4.51 connotes that the respondents regard the administrative competence to be very high. The two areas of administrative competence were assessed to be very high with the highest average mean value of 4.54 accorded to instructional development and 4.52 for staff development, while the lowest mean value of 4.48 was received by curriculum development which is interpreted to be high.

3.3 Association of Profile Variables and Supervisory Competence of the School Heads

Table 4 below shows the level of association between the profile of respondents and their supervisory competence. The table above shows the relationship between the profiles of the respondents and their supervisory competence. Statistical test showed that there is no significant association between the supervisory competence the respondents and their profile variables at 0.05 level of significance. This finding is parallel to the claim of Barki and Hartwick (2011) that supervisory competence does not vary much among persons of similar status and age ranges.

Table 4*Association of profile variables and supervisory competence*

PROFILE	Chi-square value	p-value	Interpretation
Age	7.560	0.707	Not significant
Gender	6.691	0.635	Not significant
Educational Attainment	4.534	0.235	Not significant
Position	5.007	0.420	Not significant
Number of years as school head	9.934	0.513	Not significant

3.4 Association of Profile Variables and Administrative Competence of the School Heads

Table 5 below shows the level of association between the profile of the respondents and their administrative competence. Statistical test showed that there is no significant association in the administrative competence of the respondents when grouped according to age, gender, educational attainment, position and number of years as school head ($p > 0.05$). This finding supports the claim of Abwalla (2014) that administrative competence does not vary much among persons of similar status and age ranges.

Table 5*Association of profile variables and leadership styles*

PROFILE	Chi-square value	p-value	Interpretation
Age	4.286	0.577	Not Significant
Gender	9.813	0.430	Not Significant
Educational Attainment	6.732	0.123	Not Significant
Position	5.795	0.067	Not Significant
Number of years as school head	3.250	0.107	Not Significant

3.5 Relationship between Supervisory Competence and Administrative Competence of the School Heads

Table 6 below shows the level of relationship between the supervisory competence and administrative competence of the head teacher respondents. The table shows that based on the result of statistical test, there is a significant positive correlation between the supervisory competence and administrative competence based on the p-value that is lesser than 0.05.

Table 6*Relationship between supervisory competence and administrative competence*

Variables	Mean	SD	r value	p-value	Verbal Interpretation
Supervisory Competence	4.64	0.07			
Administrative Competence	4.51	0.08	1.00	0.000	Significant

This finding is in agreement with the reports of Dartling et al. (2007) that as administrative competence improves; supervisory competence also gets high. The same relationship was found present in the variables studied.

Proposed Supervisory and Administrative Plan - Based on the findings of the study, since there is a very high level of administrative and supervisory competence of the school heads of East Rosario District, a proposed Supervisory and Administrative Plan Exemplar is hereby proposed. See Appendix A for details

Summary - Supervisory and administrative competence of school heads play a major role in the realization of devised goals and objectives in shaping the future of students. With ultimate intent of improving school efficiency, effectiveness and performance which rest the shoulders of the school leaders, this study surveyed the qualities of the school leaders relative to this. With the current educational system and with the work demanded of the school leader, those who do not possess the required supervisory and administrative competence may not be effective in bringing out the best educational leadership.

4. Findings

Profile of the respondents - A larger percentage of the respondents (56.7%) have ages 46 and above while 22.4% of them have ages between 36 to 40 years old. This goes to show that majority of the respondents are in the adulthood (WHO, 2003). Out of 67 respondents, fifty-two are females (76.6%) while the remaining are males (23.3%). This conforms to the general trend that the teaching profession is dominated by females. Majority of the respondents are principals (17= 56.67 %). Ten out of 30 school heads are head teachers (33.33%) while 3 are officers-in-charge. The greatest number of respondents (50%) has between 20 to 29 years of teaching experience. On the other hand, only one school head (1.5%) has teaching experience of five years below. These demographics point to fact that majority of the respondents have been in the teaching profession for quite a long time since they are now holding key leadership positions in their respective schools.

Supervisory Competence of the School Heads - The average mean value of 4.63 connotes that the respondents assess their supervisory competence in terms of planning as very high. The indicators that got the highest mean value of 4.88 are those indicators that say that they allow participation from all sectors concerned in making of the plan and that they think through the goals and actions in advance. The lowest mean score of 4.40, interpreted as high, are those indicators that say they prepare performance targets, action plans in accordance with his duties, responsibilities and needs of his school, plans conferences carefully, and Discusses with the teachers the school head's targets and plans of action at start of the school year. The average mean value of 4.66 connotes that the respondents assess their supervisory competence in terms of organizing as very high. The indicators that got the highest mean value of 4.99 is the indicator that say that they improved the appearance of the school ground, school buildings and offices. This is followed by the indicator that got the mean value of 4.89 that say that they arrange and structure relationships to unify efforts to get things done.

The average mean value of 4.62 connotes that the respondents assess their supervisory competence in terms of leading as very high. The indicators that got the highest mean value of 4.90 are the indicators that say that they encourage all teachers to implement new and appropriate teaching techniques in teaching different subject integrated and they inspire teachers to make independent efforts. The average mean value of 4.65 connotes that the respondents assess their supervisory competence in terms of controlling as very high. The indicators that got the highest mean value of 4.83 are the indicators that say that they inspect physical facilities, size, grounds and school building and check the lesson plans/ DLL of teachers. The composite mean value of 4.64 connote that the respondents regard the supervisory competence to be very high. All the areas of supervisory were assessed to be very high with the highest average mean value of 4.66 accorded to organizing, while the lowest mean value of 4.62 was received by leading.

Administrative Competence of the School Heads - Based on the composite mean of 4.54, it connotes that the respondents claim that administrative competence of school heads in terms of instructional development is very high. The indicator that was rated the highest (4.61) is the one that states that they enable teachers to develop competencies in lesson planning. This is followed by the indicator that says they provide immediate feedback to teachers particularly after lesson observation (4.60). Based on the composite mean of 4.48, it connotes that the respondents claim that administrative competence of school heads in terms of curriculum development is high. The indicator that was rated the highest (4.60) is the one that states that they help to identify students and community need to improve the curriculum. This is followed by the indicator that says they assist teachers in the implementation of the new curriculum (4.57). Based on the composite mean of 4.52, it connotes that the respondents claim that administrative competence of school heads in terms of staff development is high. The indicator that was rated the highest (4.62) is the one that states that they give feedbacks to teachers. This is followed by the indicator that says they help teachers to share best practices from different schools (4.61). The composite mean value of 4.51 connotes that the respondents regard the administrative competence to be very high. The two areas of administrative competence were assessed to be very high with the highest average mean value of 4.54 accorded to instructional development and 4.52 for staff development, while the lowest mean value of 4.48 was received by curriculum development which is interpreted to be high.

Association of Profile Variables and Supervisory Competence of the School Heads - Statistical test showed that there is no significant association between the supervisory competence of the respondents and their profile variables at 0.05 level of significance.

Association of Profile Variables and Administrative Competence of the School Heads - Statistical test showed that there is no significant association in the administrative competence of the respondents when grouped according to age, gender, educational attainment, position and number of years as school head ($p > 0.05$).

Relationship between Supervisory Competence and Administrative Competence of the School Heads - Based on the result of statistical test, there is a significant positive correlation between the supervisory competence and administrative competence based on the p-value that is lesser than 0.05.

5. Conclusion

Based on the foregoing findings, the following conclusions were drawn:

- Majority of the respondents have ages 46 and above female principals who have between 20 to 29 years of teaching experience and are master's degree holders.
- The supervisory competence of the school heads is very high.
- The administrative competence of school heads is very high.
- There is no significant association between the supervisory competence of the respondents and their profile variables
- There is no significant association in the administrative competence of the respondents when grouped according to their profile variables
- There is a significant positive correlation between the supervisory competence and administrative competence based on the p-value that is lesser than 0.05.

5.1 Recommendations

Based on the foregoing findings and conclusions of the study, and to affect effective supervisory competence and sound administrative competence, the researcher puts forward the following:

- The adoption of the proposed supervisory and administrative plan aimed at maintaining the high level of competence being exhibited by the school heads who participated in this study. This is to ensure that in the future, directions will be for the betterment of school leadership in the district.
- School heads should, through planned exercises, be able to negotiate and analyze strategies and tactics for effectively implementing their available power in administration and supervision.
- Skill and comfort in using a variety of conflict-handling modes may help to develop a repertoire of conflict resolutions skills that is essential in effectively managing the variety of situations.
- Further research on individual's and environment characteristics could contribute significantly to our understanding of how leadership styles and administrative competence. Other variables rather than supervisory competence and administrative competence may influence the success of a school head. More research is necessary on the effects of personality and characteristics of the organizational environment.

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