
Distinguishing Mark in the Leadership and Supervision in Basic Education

JOEL A. SALOR

Department of Education (DepEd)-Northern Samar

joel_salor@deped.gov.ph

Abstract — This research assessed the level of leadership and supervisory skills of school heads in the identified public elementary schools at Southern Balicuatro Region, Balicuatro Northern Samar Division, Catarman, Northern Samar, during the School Year 2020-2021 as basis for a leadership enhancement program. Findings of this study reveal that the respondent-groups belong to the age group of 31-40 years old, female, married, with units in Master's Degree, have been linked with the institution for more than 6 years, have a performance rating of very satisfactory, and have been into district and regional trainings, seminars, and workshops. In terms of dealing with the level of leadership skills of school heads, the respondent-groups strongly agree that school heads' leadership skills are effective in terms of all indicators - identifying and mobilizing resources, initiating action, managing conflict, setting appropriate standards; and managing change. In terms of the level of supervisory skills of school heads, the respondent-groups also strongly agree that school heads' supervisory skills are effective in the research environment in terms of decision-making, planning and organizing, promoting optimal performance, and achieving technical and professional knowledge. In terms of testing the relationship between the level of leadership skills and the level of supervisory skills of school heads, it generated a significant relationship which means that the level of leadership skills significantly influences the supervisory skills of the school heads in the research environment. In terms of the challenges and barriers related to supervisory and leadership skills of the school heads, majority of them believe that their main problems are the budget constraints, elevating students' performance, aging facilities, and technology advancements.

Keywords: Development Education, Descriptive Method, Leadership Skills, Supervisory Skills, Leadership Enhancement Program, Catarman, Northern Samar, Philippines

I. INTRODUCTION

Efficient educational transition is fraught with paradoxes and ambiguities. Understanding improvements intended to reconcile schools with their original aim of preparing responsive and productive citizens for democracy is sometimes missed. Today's school leaders are bombarded with worries. All of them are intended to meet the educational demands of the twenty-first century. A school principal assists the school in achieving a high level of performance through maximizing the use of its resources. The school head, as a leader and manager, is expected to have the knowledge, skills, and ability to promote student success by managing the school organization, operation, and resources in a way that promotes a safe, efficient, and effective learning environment.

There will be numerous hurdles ahead as the Philippines opens a new school year, including providing interesting remote learning that goes beyond teaching in a moment of crisis. Since last year, educators and administrators around the country have been pushed to offer relevant, engaging education that meets the needs of all kids and families.

Supervision is the process of monitoring and guiding activities or courses of action in a certain sector or institution. In the realm of education, the phrase "supervision" is commonly used. Teachers keep track of their students' engagement in activities that may have an influence on their learning experiences, either directly or indirectly. They also monitor students' behavior and attitudes as they develop skills that are relevant to the learning process. Teachers, on the other hand, are overseen by superiors such as school administrators and directors of departments. These supervisors exhibit skills that are critical for individuals under their direct direction. Leadership and supervisory skills are essential for running a school, but they are difficult to develop due to the complex and definitive nature of leadership.

It is the school administration's obligation to provide a pleasant working environment in which relevant teaching and successful learning may thrive. The instructor should offer enough facilities and learning opportunities that meet the requirements of the pupils. To be effective, school leaders must be able to inspire and motivate their teachers to meet and exceed the school's goals and expectations while also establishing a pleasant working relationship with them.

The purpose of this study is to provide the individual a better understanding of the factors, principles, and directives that can turn supervision into a labor of love, allowing supervisors to be truly effective in their fields. This aims to develop sound management attitudes in supervisors and to improve their skills and knowledge in the new scope of supervision, as well as to provide them with assistance in incorporating effective management principles into their leadership practices.

Therefore, it is in this premise that this study has been undertaken.

Literature Review

Related Literature

According to experts, leadership is the ability to turn a vision into reality (Warren Bennis, 2018 Psychology Today). A vision that allows school leaders to focus on the things that truly need to be addressed. When a person is in the position of being a leader, he or she has the power or ability to lead other people with his or her abilities. It is a person's deliberate effort to exert a strong influence on others in order to guide, structure, and facilitate activities and relationships within a group or organization (Yukl, 2019).

Until now, different definitions and interpretations of the term leadership have existed depending on the context or organization. Numerous researchers have already looked into it, and numerous thinkers have engaged in various debates about the meaning of the term.

The function of leadership entails motivating, directing, supervising, guiding, and evaluating others in order to complete a task. It's all about motivating and securing commitment. It's more about personal authenticity and, on occasion, recognizing one's own fundamental flaws, which can limit one's ability to lead.

Dimaano (2008), according to Daing (2015), defined leadership as an interpersonal influence toward the achievement of a goal or goals. The interpersonal, influence, and goal components of the definition are all very important. This simply means that a leader is in charge

of more than one person or group. On the other hand, to influence means to have an effect on others, and a goal is the product that one or more organizations wish to achieve.

The ability of a company's management to set and achieve challenging goals, act quickly and decisively, outperform the competition, and inspire others to perform well is known as leadership skill. Leadership entails teaching employees how to effectively carry out their responsibilities and monitoring their progress on a regular basis. It's also about leading by example, by being enthusiastic about the work, motivated to learn new skills, and assisting as needed in both individual and group activities.

Strong character, honesty and integrity, trustworthiness, and ethics are all characteristics of effective leadership. Leaders act in accordance with their words and earn the right to be held accountable for the success of others in the organization. Clear communication skills are required for effective leadership. Leaders communicate with and listen to their employees, and they are emphatic in their responses to questions and concerns. Effective communication skills should be used by leaders to move the institution forward and to achieve new levels of success.

True leadership sees where the organization is going and makes the necessary plans to get there. Productive leaders demonstrate optimism and provide positive energy for their employees by visualizing what is possible, following the trend, and taking risks to grow the institution. Leaders are naturally helpful and genuinely concerned about the well-being of others. Leaders find solutions to problems and are the first to reassure and inspire employees when things don't go as planned. Leaders find ways for their teams to collaborate and achieve maximum results in a cost-effective and efficient manner. Michigan Leadership Studies was a well-known series of leadership studies that began in the 1950s at the University of Michigan with the goal of identifying the principles and types of leadership styles that lead to increased worker productivity and job satisfaction.

Employee orientation and production orientation were identified as two broad leadership styles in the studies. Task-oriented behavior, relationship-oriented behavior, and participative leadership were also identified as three critical characteristics of effective leaders (Investopedia, LLC, 2018).

Many motivational experts believe that leaders are created rather than born. However, some argue that humans are all natural born leaders who have become deprogrammed along the way. We were born leaders, curious and humble, thirsty for knowledge and possessing an incredibly vivid imagination. They knew exactly what they wanted, and they were persistent and determined to get it. They also had the ability to motivate, inspire, and influence those around them to assist them in achieving their mission. Unlearning by self-remembering and self-honoring is required to develop the leader in you to live your highest life. To be an effective leader, you must be courageous and open the door to your attic, where your childhood dreams reside, and go inside to the heart.

According to Investopedia, there are ten simple steps to reawakening your inner leader and reigniting your passion for greatness, LLC, 2018.

Humility. Humility is the foundation of leadership. You must be humble like a small child and willing to serve others in order to be a highly successful leader.

Make a SWOT analysis of yourself. Strengths, Weaknesses, Opportunities, and Threats is an acronym for Strengths, Weaknesses, Opportunities, and Threats. It's a strategic management tool that can also be applied to your personal professional development as a leader. This is an important key to unlocking self-awareness, self-remembering, and self-honoring.

Following Your Bliss is a great way to start. Take time to do what you enjoy, no matter how busy you are. Others are energized by someone who is alive and vital. People around you can't help but be moved by your presence when you're pursuing your passions. You will become a charismatic leader as a result of this.

Let your imagination run wild. If you want to be larger than life, you must have a larger-than-life dream. Small dreams aren't going to help you or anyone else. Dreaming a small dream takes the same amount of time as dreaming a big dream. Strive for the best results you can in your field.

Vision. We will perish if we do not have a vision. Consider what it would be like to achieve your goal. See it, smell it, taste it, feel it in your heart, and feel it in your gut.

Perseverance. Victory belongs to those who have the greatest desire for it and who have stayed the longest in the game. Now that you've got a dream, make sure you follow through on it every day.

You must keep your word. You lose power every time you break your word. Successful leaders keep their promises and keep their word. Your word is priceless. It deserves to be respected.

Seek out a mentor. Make an effort to find a mentor. Someone who has already achieved a high level of success in your field is preferable. Take everything you can from their lives and try to imitate some of their successful habits.

Be true to yourself. As a starting point, use your mentorship relationships and your research on great leaders as models or reference points.

Give. Last but not least, be a giver. Leaders are those who give. Giving activates a universal law as simple as gravity, which states that life gives to the giver and takes from the taker. You get more if you give more. The only way for you to get what you want as a leader is to help enough people get what they want first. We make a living by what we get, and we make a life by what we give, as Winston Churchill once said.

Related Studies

In the classroom, supervision is expected to foster collaboration and cooperation among school leaders such as principals and school heads, as well as their teachers. The principals and teachers work together to achieve their objectives at the highest level possible. Teachers' subordinates consider their superiors to be their supervisors who speak to and for them. They also expect their bosses to shield them from any negative conclusions reached by higher authorities. For example, if a problem arises in the school that involves both the teacher and the students, the principal, as the supervisor, decides how to resolve the issue.

In practice, the principal, as the teachers' immediate supervisor, should have supervisory qualities that will aid them in their work. They must be capable of persuading teachers to give their full support and cooperation in the execution of his or her duties as a school leader.

In the last two (2) decades, administrative supervision has increased dramatically. Because different types of administrative supervision have been identified in the literature, a demarcation should be made an important part of the increase in administrative supervision. Different definitions have been given to the term "supervision," but from an educational standpoint, supervision is a complex process that entails working with teachers and other educators in a collegial collaborative relationship to improve the quality of teaching and learning in schools while also promoting teachers' long-term development. Similarly, Glickman et al., (2015) defined supervision as a shared vision of what teaching and learning can be, developed collaboratively by formally designated principals, supervisors, teachers, and other members of the school community.

To supervise, according to Igwe (cited in Enaigbe, 2019), means to direct, oversee, and guide in order to ensure that expected standards are met. "The day-to-day guidance of all educational operations, coordination of the detailed work, and cultivation of good working interpersonal relations among all people involved in the teaching–learning process," according to Durotulo (2017). Furthermore, according to Chiovere (2019), supervision entails evaluating policy implementation, correcting identified flaws, directing and re-directing defects, and ensuring that the stated aims, objectives, and goals of an educational system are met at a given level. As a result, it is self-evident that the principal must be a leader with the necessary skills to effectively carry out his or her supervisory responsibilities. Similarly, supervision is primarily associated with providing professional assistance to teachers, improving instruction, and improving students' learning outcomes.

The supervisor's responsibilities, according to Tampan (2016), include inspiring, leading, issuing orders, guiding, and leading their subordinates in the day-to-day performance of the school task.

In fact, according to Glickman (2007), as cited by Tampan (2016), the purpose of school supervision is to assist teachers in learning how to supplement their own abilities in order to achieve professional goals for their customers, the students. Obviously, the school principal's

ability to assess the conceptual level of a teacher or a group of teachers and then apply an instructional supervisory approach that matches that level is critical to the supervision's success.

According to several studies, a principal must demonstrate five (5) areas of supervisory skills in order to effectively lead a school in improving student achievement. A principal must, first and foremost, encourage collaborative problem solving and open communication. This simply means that, as a school leader, he or she should establish a line of communication with his or her subordinates in order to have easy access to them whenever a school situation requires them to make decisions or resolve domestic issues. Second, the school principal should collect, analyze, and use data to determine the needs of the school. The principal, as the school's leader, should always gather information and verify facts to see how they affect or influence the school. This feature aids the school in identifying the school's needs so that they can be properly addressed.

The supervisor must now use the data to identify and plan for needed changes in the instructional program, which is the next area of supervision. This only emphasizes the importance of making changes to the instruction if necessary to make it relevant to the clientele. The supervisor should then put in place school improvement programs and keep track of them. It is the school leader's responsibility to not only implement programs that are deemed essential in the organization, but also to closely monitor how these programs impact the school and the students.

Finally, the school principal must employ thinking systems to maintain a laser-like focus on achieving student achievement objectives. Any supervision should always have the primary customer, the students, as its ultimate goal. The school principal should organize and devise various systems that will assist the school in having a clear focus on preparing students to be significant individuals in the future.

Supervisory skills, according to the Oakland Country, Michigan supervisory model, include decision-making, planning and organizing, promoting optimal performance, and professional knowledge and expertise. The framework outlines several key behaviors that a supervisor should exhibit when carrying out his or her responsibilities.

Essential Supervisory Skills, a Supervisor's Toolbox second edition 2013 published by the International Training and Education Center for Health, identified six key subjects of supervision.

Accountability, performance evaluation, correcting performance problems, assisting employees in their growth, management style, and effective hiring are among them.

Similarly, the tool has suggested five key words that describe critical supervisory characteristics. It emphasized the importance of supervisors displaying clarity, empathy, courage, attention, and perseverance in the workplace. The first quality, clarity, refers to supervisors' ability to express themselves clearly so that their subordinates can understand their encouragement, direction, and feedback. They also require empathy

in order to fully comprehend what their subordinates are going through. They must also have the courage to face the organization's practical and emotional challenges. They must also teach their subordinates to pay attention to their work because it is important. Finally, supervisors must be persistent in order to stay focused on their goals and not give up in the face of setbacks and distractions.

Teachers' capacity is built through supervision, which aims to promote growth, interaction, error-free problem solving, and commitment. Instructional supervision, on the other hand, is formative, focusing on ongoing, developmental, and differentiated approaches that allow teachers to learn from analyzing and reflecting on their classroom practices with the help of another professional (Glickmn, 2015).

According to (Sergiovanni & Starrat, 2017), most teachers are competent and clever enough to come up with the right teaching performance when the supervisor is present. According to Acheson and Gall (cited in Zepeda, 2018), the purpose of supervision is to promote face-to-face interaction and relationship building between the teacher and supervisor, as well as individual and organizational capacity building. Furthermore, as Sergiovanni and Starrat (2015) point out, supervision promotes student learning improvements by improving teacher instruction, as well as change that leads to a better developmental life for teachers and students and their learning.

These studies and related literature will serve as the backbone of this present research endeavor. They will be used as implications and enriching the analysis in the upcoming chapters.

II. METHODOLOGY

The study utilized a descriptive-correlational research design employing a quantitative approach to determine the level of leadership and supervisory skills of school heads in the Southern Balicuatro Region, Division of Northern Samar. The study examined the respondents' profiles in terms of age, gender, civil status, highest educational attainment, years in service, performance rating, and trainings, seminars, and workshops attended, as well as the relationship between leadership and supervisory skills. The research was conducted in the six districts of the Southern Balicuatro Region, namely Capul, San Antonio, San Vicente, San Isidro, Victoria, and Allen in Northern Samar. The respondents consisted of 43 school heads and 100 teachers selected through non-random purposive sampling based on specified inclusion criteria. Data were gathered using a four-part adapted and validated questionnaire from the study of Ian S. Tampan, which measured the respondents' profiles, leadership skills, supervisory skills, and challenges encountered using a 4-point Likert scale. In gathering the data, the researcher secured approval from the Division Superintendent, distributed the questionnaires personally, and collected the accomplished instruments for statistical treatment and analysis. The data were analyzed using simple percentage, mean, and Pearson r to determine the respondents' profiles, the level of leadership and supervisory skills, and the relationship between the two variables, which served as the basis for the proposed leadership enhancement program.

III. RESULTS AND DISCUSSION

The study assessed the level of leadership and supervisory skills of school heads in public elementary schools in the Southern Balicuatro Region, Northern Samar during the School Year 2020–2021 using a descriptive-correlational quantitative approach as basis for a leadership enhancement program. Findings revealed that most respondents were female, married, aged 31–40 years old, had units in a master's degree, had served for more than six years, obtained very satisfactory performance ratings, and attended district and regional trainings and seminars. The respondents strongly agreed that school heads demonstrated effective leadership skills in resource mobilization, conflict management, setting standards, initiating action, and managing change, as well as effective supervisory skills in decision-making, planning and organizing, promoting

optimal performance, and technical and professional competence. The study further found a significant relationship between leadership and supervisory skills, indicating that leadership skills significantly influenced supervisory skills. Additionally, the major challenges encountered by school heads included budget constraints, improving student performance, aging facilities, and adapting to technological advancements. Based on these findings, the study concluded that the null hypothesis was rejected and recommended the utilization of the proposed leadership enhancement program.

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