

ADMINISTRATORS' LEADERSHIP EFFECTIVENESS AND INSTRUCTIONAL SUPERVISION COMPETENCIES TOWARD ENHANCING TEACHERS' PROFICIENCY

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ABSTRACT

Generally, this study aimed to determine influence of professional development and instructional supervision competencies among school heads of Ministry of Basic, Technical and Higher Education of BARMM. Result revealed that in terms of leadership skills, school heads were effective in terms of strategic planning, developing subordinate, and team building and communication skills. Moreover, in term of instructional supervision competencies, school administrators are competent in motivating teachers, monitoring instruction, accessibility and provision of support, giving action about instructions. As to teachers' enhanced proficiency, they were proficient in terms critical thinking skills, utilization of teaching approaches, instructional delivery competence, and students' learning assessment. It was found out in the result that all the variables of school administrators' leadership skills are significantly related to teachers' enhanced proficiency. Result also revealed that all the variables of school administrators' leadership skills significantly influence teachers' enhanced proficiency in terms of critical thinking skills, utilization of teaching approaches, instructional delivery and students' learning assessment. Pertaining to correlation, it can be gleaned in the result that all of the variables of school administrators' instructional supervision competence are significantly related to teachers' enhanced proficiency. School administrators' instructional supervision competence significantly influence to teachers' enhanced proficiency in terms of critical thinking skills, utilization of teaching approaches, instructional delivery and students' learning assessment. Hypotheses of the study were rejected because probability value is significantly lesser than 0.01. Finally, thematic analysis was used to determine the challenges in enhancing teaching competencies of teachers and how these challenges are addressed. Systematic or point of integration was being done in finding out if both results corroborate to each other. Thus, an intervention plan was being made based on the results of the study.

Keyword: - Administrators' leadership effectiveness, Instructional supervision competencies, and Teachers' proficiency.

1. INTRODUCTION

School administrators have been entrusted to oversee and lead the school in order to accomplish the desired outcomes. However, the school administrators focus their attention predominantly on the teachers since they are responsible for carrying out the curriculum through instruction (Buday & Lumapenet, 2003). The importance of school leadership in attaining school effectiveness and improvement is well acknowledged (Hohepa & Lloyd 2009). To meet these new demands and challenges, school administrators must have the necessary knowledge, skills, and competencies to provide up-to-date information, skills, and knowledge to teachers, and also pave the way for easy adaptation to innovative ways of instructional delivery (Nnebedum & Akinfolarin, 2017).

Supervision is an integral part of the functions of the school administrators. Thus, supervision can also be interpreted as assistance in developing better learning or activities provided to help teachers carry out their work more optimally (Egboka, 2018). In this way, supervision has the function to direct, coordinate, develop, guide, and regulate others in achieving the goals set in the school situation which leads to the understanding that supervision has a significant meaning to provide assistance and guidance (Lindgren, 2003). It is the basis for goal attainment, maintenance of standards, and quality of teaching and learning. Performance results and acceptable standards by school administrators are obtained through instruction supervision Mohammed (2016).

In a study conducted by Saldivar and Lumapenet (2023), instructional leadership skills of the school principals have influence on the teaching performance of the teachers. Thus, it is recommended that the positive instructional leadership skills of the principal must be maintained towards the improvement of the teaching outcomes.

Although instructional supervision has been explored out recognized as a valuable approach to improving teachers' and students' academic performance (Mohammed, 2016), there is a need for further exploration of the efficacy of instructional supervision in the different schools of the newly created Special Geographic Area Division, Ministry of Basic, Higher and Technical Education of Bangsamoro Autonomous Region in Muslim Mindanao to obtain a basic line data.

Additionally, research has failed to prove the effectiveness of programs especially devised to improve critical thinking (high-order) skills. Learning to think critically is conceptualized as the acquisition of the competence to participate critically in the communities and social practices of which a person is a member (Dam & Volman, 2004). Thus, this study was conducted to determine the extent to which this has been provided by school administrators to the teachers in the different schools of the Special Geographical Area Division of MBHTE-BARMM.

2. METHODOLOGY

The study aimed to determine the relationship between professional development and instructional supervision competencies among school heads of Ministry of Basic, Technical and Higher Education of BARMM. The descriptive correlational research design was employed. Survey questionnaires were administered to the respondents. Data were analyzed using descriptive and inferential statistics. There were 350 school heads Ministry of Basic, Higher and Technical Education of Bangsamoro Autonomous Region in Muslim Mindanao considered to be the subject of the study. Mean was used to determine the level of school administrators' leadership skills, instructional supervision and teachers' enhanced proficiency. Hypotheses of the study were tested using multiple regression analysis. The recorded data was transcribed and translated into English. In this study, the responses were used to support or negate the findings of the quantitative data.

3. RESULTS AND DISCUSSION

Relationship between the School Administrators' Leadership Skills and the Teachers' Teaching Competence

Table 1 presents the correlation between the school administrators' leadership skills and the teachers' teaching competence. The discussions follow.

Strategic Planning and Critical Thinking Skills

The correlation matrix in Table 1 revealed that school administrators leadership skills in terms of strategic planning. This had a high significant relationship with critical thinking skills ($r = 0.737^{**}$ and $p = 0.000$). Having a

probability value that is less than the set 1% level of significance, the stated hypothesis in this part of the study is rejected.

This implies that the school administrators' strategic planning helped the teachers keeping up with new ideas, trends and challenges that may affects the critical thinking. A leader's major role is to have a long-term vision, and based on that vision, he or she selects what strategies they should employ; it is represented by missions, goals to be achieved, performance indicators to evaluate, and techniques to follow (Abun, 2017).

Strategic Planning and Utilization of Teaching Approaches

Based on the correlation matrix in Table 16, the school administrators' leadership skills in terms of strategic planning is highly correlated with governance ($r=0.627^{**}$ and $p = 0.000$). Therefore, it rejects the hypothesis of the study because the computed probability value is less than the 0.001 level of significance.

It implies that school administrators' strategic planning helps teachers promote the proper and suited utilization of teaching approaches. Supervision is a multifaceted process that focuses on instruction to provide teachers with information about their teaching approaches to improve performance (Reinhartz, 2009).

Strategic Planning and Instructional Delivery Competence

In the same table, a high significant relationship is noted between school administrator's leadership skills in terms of strategic planning and instructional delivery competence ($r=0.716^{**}$ and $p=0.000$). Having a probability value that is lesser than the set 1% level of significance, the hypothesis is rejected.

It implies that school administrators' strategic planning greatly affects teachers' instructional delivery. It helped them created appropriate strategies and materials that meet peculiar needs, interest and individual differences of student.

Similarly, the study of Bottoms (2001) stated that school heads function in an organization is to oversee an employee's performance in completing the tasks required by the employer. Educational leaders face the same dilemma as leaders of any other organization to improve the productivity of the teachers they supervise.

Strategic Planning and Student Learning Assessment

School administrators' leadership skills efficacy in terms of strategic planning manifested a high significant relationship with students' learning assessment ($r=0.859^{**}$ and $p=0.000$). The result rejects the hypothesis of the since the value of probability is lesser that 1% level of significance.

Therefore, it implies that strategic planning helped the teachers recognized ethical, legal and appropriate assessment methods and uses of assessment information. Sergiovanni and Starratt (2003) view supervision as a focus for improving teacher's knowledge, skills, and abilities to use appropriate evaluation tools and test to assess student learning.

Developing Subordinate Skills and Critical Thinking Skills

Table 16 also exhibits that in terms of administrators' leadership skills efficacy in terms of developing subordinates manifested a high significant relationship with teachers' critical thinking skills ($r=0.670^{**}$ and $p=0.000$). Having a probability value that is lesser than the set 1% level of significance, the hypothesis is rejected.

It implies that when school administrators developed their subordinate skills it contributes to the ability of the teachers to set the teaching and learning process in challenging and competitive way. It confirms the study of McNamara (2017) that as soon as teachers are recruited and accepted to work, it does not indicate that they possess all the necessary abilities to accomplish the job, it is vital for the school heads to provide technical assistance to fully equip them with skills in teaching.

Developing Subordinate Skills and Utilization of Teaching Approaches

In the same table, a highly significant relationship is noted between developing subordinate skills and utilization of teaching approaches ($r=0.690^{**}$ and $p=0.000$). Having a probability value that is lesser than the set 1% level of significance, the hypothesis is rejected.

It implies that creating an environment where teachers are cultivated to develop their skills, they are able to employ varied and appropriate strategies such as interactive, differentiated and cooperative learning. The ability to

instruct effectively depends on several factors, such as having the appropriate skills and capacity to adapt and cope to the new context, while continuing to interact and effectively engage the learners in a teaching- learning process promotes academic success by employing different teaching approaches (Zaccaro, 2011).

Developing Subordinate Skills and Instructional Delivery Competence

The correlation matrix in Table 1 divulges that there is a high correlation between school administrators' leadership skills in terms of developing subordinate skills and instructional delivery competence ($r=0.667^{**}$ with $p\text{-value}=0.000$). This has a probability value that is lesser than the set 0.01 level of significance. Hence, the stated hypothesis in this part of the study is rejected.

It implies that school administrators who develop teachers are able to selected, prepare and utilize instructional materials and aids effectively in achieving teaching goals. Tharyani (2000) expressed that teachers' knowledge, subject mastery, pedagogy and intelligence and instructional delivery are the best predictors of the teacher competence.

Developing Subordinate Skills and Students' Learning Assessment

School administrators' leadership skills in terms of developing subordinate skills has a high correlation with students' learning assessment ($r=0.897^{**}$ with $p\text{-value}=0.000$). Having a probability value that is lesser than the set 0.01 level of significance, the stated hypothesis in this part of the study is rejected.

The result implies that developing subordinate has great impact on students' learning assessment as it guides them with ethical, legal and appropriate assessment methods and uses of assessment information. Assessment is that phase of the educative process which results in a practical judgment of assessment of the progress, of attainment or direction toward acceptable, suitable and desirable educational goals, purposes, attributes on objectives (Kelly, 2005).

Team Building Skills and Critical Thinking Skills

In the same table a high significant relationship is noted between team building skills and critical thinking skills ($r=0.768^{**}$ and $p=0.000$). Having a probability value that is lesser than the set 1% level of significance, the hypothesis of the study is rejected. It implies that team building plays vital role in developing critical thinking skills among teachers.

Doyle (2017) emphasized that one of the most important responsibilities of a school leader is to provide a healthy and cooperative working place. Teamwork entails not only working together, but also help the teacher set the teaching and learning process in challenging and competitive way.

Team Building Skills and Utilization of Teaching Approaches

The data presented in Table 16 indicate that there is a high correlation between team building skills and utilization of teaching approaches ($r=0.584^{**}$ with $p\text{-value}=0.000$). Having a probability value that is lesser than the set 0.01 level of significance, the stated hypothesis in this part of the study is rejected.

The result implies that school managers need to build rapport with everyone in the school because team building skills can help teachers in choosing and utilizing teaching approaches. Medley (2002) defined the teacher competence as 'those of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. It requires utilizing teaching approaches that is fitted to lesson and the learners.

Team Building Skills and Students' Learning Assessment

Table 1 also revealed that there is a high correlation between team building skills and students' learning assessment ($r=0.809^{**}$ with $p\text{-value}=0.000$). Having a probability value that is lesser than the set 0.01 level of significance, the stated hypothesis in this part of the study is rejected.

It implies that team building exercise encourage collaboration among teachers in gathering activities designed to test students' competence in the learning objectives of a module or course, while also giving them opportunities to improve their learning. Lardizabal (2009) stated that evaluation is important to the teachers,

students, parents, administrator and the profession as a whole. They further said the teachers and administrators have a responsibility to determine the extent of the progress of the students.

Communication Skills and Critical Thinking Skills

The correlation matrix in Table 1 also divulges that there is a high correlation between school administrators' leadership skills in terms of communication skills and critical thinking skills ($r=0.666^{**}$ with p -value=0.000). Having a probability value that is lesser than the set 0.01 level, the hypothesis in this part of the study is ejected.

The result implies that school administrators' who communicate well on a one-on-one basis (clearly, positively, and with respect) help the teachers to develop their critical thinking skills. Communication is crucial to an administrator's success and an organization's efficiency. It is a necessary component of administration to motivate staff to work, as well as a key factor in determining leadership (Ilgar, 2005).

Communication Skills and Utilization of Teaching Approaches

In the same table a high significant relationship is noted between communication skills and utilization of teaching approaches ($r=0.768^{**}$ and $p=0.000$). Having a probability value that is lesser than the set 1% level of significance, therefore, hypothesis of the study is rejected.

It implies that effective communication is a vital skill for school administrators because it help teachers select appropriate approaches to achieve professional goals while improving their students' lives. Olenski (2016) pointed out those communication skills as the capacity to communicate facts or ideas effectively and efficiently to others for the benefit of the organization.

Communication Skills and Instructional Delivery Competence

Table 1 also revealed a high significant relationship between communication skills and instructional delivery competence ($r=0.646^{**}$ and $p=0.000$). Having a probability value that is lesser than the set 1% level of significance, the hypothesis of the study is rejected.

The outcome implies that effective communication skill is vital to efficacy in leadership because it helps to generate rapport, build trust, and encourage collaboration towards a common goal such as competent delivery of instruction of the teachers. Communication skills among school administrators, as well as those who listen to teachers' ideas put them into practice. These have a favorable impact on teachers' performance (Bottoms, 2001).

Communication Skills and Students' Learning Assessment

In the same table, a high significant relationship is noted between communication skills and students' learning assessment ($r=0.768^{**}$ and $p=0.000$). Having a probability value that is lesser than the set 1% level of significance, the hypothesis of the study is rejected.

It implies that school administrators' communication abilities have an impact on teachers' learning assessment. School administrators who communicate well with their staff are more likely to achieve their objectives (Durlani, 2020).

Table 1. Relationship between School Administrators' Leadership Skills and Teachers' Teaching Competence.

		Critical Thinking Skills	Utilization of Teaching Approaches	Instructional Delivery Competence	Students' Learning Assessment
Spearman's Strategic Planning Skills	Correlation Coefficient	.737**	.627**	.716**	.859**
	Sig. (2-tailed)	.000	.000	.000	.000
Developing	Correlation Coefficient	.670**	.690**	.667**	.879**

Subordinates Skills	Sig. (2-tailed)	.000	.000	.000	.000
Team Building Skills	Correlation Coefficient	.634**	.584**	.608**	.809**
	Sig. (2-tailed)	.000	.000	.000	.000
Communication Skills	Correlation Coefficient	.666**	.577**	.646**	.811**
	Sig. (2-tailed)	.000	.000	.000	.000

4. CONCLUSIONS

Based on the foregoing findings, this study concludes that the school heads are effective on their leadership skills. They are also competent on their instructional supervision competencies. On the other hand, school administrators' leadership skills and instructional competencies lead the teachers to be proficient in critical thinking, utilization of teaching approaches, instructional delivery and students' learning assessment. As school heads, they are geared towards of providing support to teachers and are equal in dealing everyone in the organization.

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