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Towards the Development of a Strategic Plan to Enhance the Leadership Skills and Supervisory Functions of Principals in a Congregation School

Maria Josefina M. Cabrera

Philippine Normal University

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**TOWARDS THE DEVELOPMENT OF A STRATEGIC PLAN
TO ENHANCE THE LEADERSHIP SKILLS AND SUPERVISORY FUNCTIONS
OF PRINCIPALS IN A CONGREGATION SCHOOL**

**A THESIS
Presented to
the College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila**

**In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
With Specialization in Educational Management**

**SISTER MARIA JOSEFINA MAURICIO CABRERA, RVM
September 5, 2015**

APPROVAL SHEET

This thesis entitled “**TOWARDS THE DEVELOPMENT OF A STRATEGIC PLAN TO ENHANCE THE LEADERSHIP SKILLS AND SUPERVISORY FUNCTIONS OF PRINCIPALS IN A CONGREGATION SCHOOL**”, prepared and submitted by SISTER MARIA JOSEFINA MAURICIO CABRERA, RVM, in partial fulfillment of the requirements for the degree, **Master of Arts in Education with specialization in Educational Management**, has been examined and recommended for approval and acceptance.

DANILO K. VILLENA, Ph. D.

Adviser

MARIA LOURDES S. AGUSTIN, M.A.

Adviser

Approved in partial fulfillment of the requirements for the degree, **Master of Arts in Education** with specialization in Educational Management by the Oral Examination Committee.

ADONIS P. DAVID, Ph.D.

Chairperson

RENE R. BELECINA, Ph. D.

Member

ELISA S. BACCAY, Ed. D.

Member

ADELINA H. VELASCO, M.A.

Member

Accepted in partial fulfillment of the requirements for the degree, Master of Arts in Education with specialization in Educational Management.

Date: _____

ZENAIDA Q. REYES, Ph. D.

Dean, College of Graduate Studies
and Teacher Education Research

Abstract

Researcher:	Sister Maria Josefina Mauricio Cabrera, RVM
Title:	Towards the Development of a Strategic Plan to Enhance the Leadership Skills and Supervisory Functions of Principals in a Congregation School
Key Concepts:	Leadership Skills Supervisory Functions RVM Visayas School Principals
Degree:	Master of Arts in Education
Specialization:	Educational Management
Advisers:	Danilo K. Villena, Ph.D Maria Lourdes S. Agustin, M.A.

This study examined the level of leadership skills and supervisory functions of the RVM school principals in the Visayas Region, the results of which could serve as inputs to the development of a strategic plan for enhancement purposes. Using the descriptive method of research, this study employed descriptive correlation techniques to answer specific problems. Respondents to this study consisted of nine (9) principals in nine (9) selected RVM schools in the Visayas Region, and ninety (90) academic / subject coordinators and teachers of these schools. The study showed that RVM school principals were found to have a “High Level” in both leadership skills and supervisory functions, however, some gaps were noted as some areas in the curriculum development and educational research development got moderate ratings hence, quality assurance was not attained.

The main conclusion based on the findings of the study was that total quality assurance related to the leadership skills and supervisory functions of the RVM school principals were not fully met. Gaps were noted in all indicators in both leadership skills and supervisory functions of the principals. It showed that human, technical and conceptual leadership skills of the principals though visibly evident and applied, more still can be done to make it exceptional. Instructional, faculty and parents, teachers and community association developments are now being observed and implemented but not to its outmost result. Curriculum and educational research developments are areas in the supervisory functions of principals that were rated moderate and therefore require significant attention.

The strategic plan which is the output of this study includes activities like formal courses, seminar-workshops, conferences, conventions, congresses, exposures, benchmarking, input on salient topics related to human, technical and conceptual skills on leadership and the supervisory functions in the areas of curriculum, instruction, faculty, educational research and parents, teachers and community association developments which will eventually hone and form them into quality school leaders that can cater to the call of the times in this 21st century education.

It is therefore recommended that the strategic plan prepared by the researcher be considered by the RVM-EMC office in order to enhance the leadership capabilities and functions of principals as educational leaders which will eventually bring about quality and improved school performance.

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I
dedicate
this
humble work of love

to

God our Almighty, Father, Son and Holy Spirit,
source of everything in this life...

to our Blessed Mother Mary and Mother Ignacia,
the unseen mentors of this endeavor...

to the RVM Congregation,

my family,

and my friends..

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

1. 1 Introduction

Living in a workplace where everyone is expected to adapt to a fast changing society is quite a tedious endeavour. The world demands from each inhabitant an open mind, an unwavering spirit and a relentless energy that caters to what the challenges of the 21st century era is presenting. Learning and speed are in; habit and complacency are out. Organizations are fast changing, as in the nature of work itself. The economy is global, driven by innovation and technology. Even the concept of personal and organizational successes is evolving while careers are transformed. Expectations for every organization and their members are very high and our society is demanding nothing but the best from all its institutions.

In the realm of education, much is expected. The 21st century learning involves enabling today's students to be academically competitive in global situations as well as to be good citizens within their community, country and world; and effective in their workplace. In the article on Pearson Education 2013 tells that education must engage new technologies, equip students with rigorous academic coursework and foster innovation and creativity. The Partnership for 21st Century Skills Framework presents a set of skills the students need to develop and these are: Learning and Innovation Skills, which include creativity, critical thinking, communication and collaboration; Information, Media and Technology Skills, which

involve effectively using, managing and evaluating information from digital technology and communication tools; Life and Career Skills, which include flexibility and adaptability, self-direction, teamwork, appreciation of diversity, accountability and leadership.

With the influx of these 21st century skills needed by our students, school management is now charged with responsibility of creating and innovating an organizational environment that will cater and produce individuals with calibre to combat the challenges of the times. The administrative and academic skills of instructional leader remain increasingly more complex and now require greater theoretical expertise. They must be fully aware how they facilitate the teaching-learning process to ensure greater student learning. Their knowledge, skills and competencies should be attuned with the demands of time in the educational system of 21st century era. Rosas, 2005, said that the advent of the third millennium poses a great challenge to our school administrators. The complexities of modern life place them in a dilemma on how to perform their administrative functions effectively. This launches them to search for methods and techniques so as to be effective and efficient in delivering quality education.

It is a reality that most of the Religious of the Virgin Mary (RVM) schools are located in the provinces. These schools are confronted more than before with survival issues, greater economic uncertainty, more technological complexity, multicultural diversity, heightened moral degradation and crisis in family and faith that are greatly affecting the school's management and operations yet expected and are required to meet the standards of quality education. Gadian, 2005, says that quality education means holistic learning where the children are molded to their highest potential and their capabilities are enhanced. Quality is not

perfection; it is improving one's previous best and showing that the individual is at the leading edge in most aspects. RVM school principals, who have been in the system for years and claiming to be education experts find themselves limited due to the pressing need to adapt to the call of the 21st century education. Learning and innovation skills like creativity, critical thinking, communication and collaboration are competencies expected of a principal nowadays. Add to it would be information, media and technology skills, which includes managing and evaluating information from digital technology and communication tools. Life and career skills like flexibility and adaptability, self-direction, teamwork, appreciation of diversity, accountability and leadership also form part of the skills needed for a school principal in today's milieu.

At the threshold of the millennium, the Religious of the Virgin Mary (RVM) Education Ministry has put in place a new vision-mission and key directions formulated and approved during the RVM 18th Ordinary General Chapter (2006) and reiterated in the 19th Ordinary General Chapter (2011). Integral Christian formation is the thrust of the RVM Education ministry for the 21st century education, and is guided by the following key directions: transformative quality Ignacian Marian education; enriched curriculum thrusts on justice, peace and integrity of creation; extensive networking linkages and bonding; continuous development of human and material resources; and greater accessibility of RVM education to the poor.

The fast changing landscape of Philippines Education urgently calls for RVM school principals to be equally competent and cognizant with the pressing need to implement the key directions of the RVM Education ministry, bold enough to meet the stipulated skills of 21st

century learning, the demands of the K-12 curriculum and the measures to be adopted in the ASEAN 2015 phenomenon. Continuous development of human and material resources is one of the key directions that the Congregation is working on. For development programs to be authentic, it should be anchored on the assessed needs of the people concerned.

This study focused on the assessment of the leadership skills and supervisory functions of RVM school principals in the Visayas Region. The study was designed to determine the strengths and weaknesses of the principals based on the three leadership skills particularly human, technical and conceptual and on the five supervisory functions specifically on curriculum development, instructional development, faculty development, educational research development and parents, teachers and community association development of principals.

1. 2 Conceptual Framework

Today's leadership is not about exerting unilateral power. Rather, it is about mobilizing people to face challenges that require new habits, new values or priorities or new ways of doing the task. Leadership is about getting things done through people, inspiring them to handle responsibility and do the work that only they can do. It is about defining a vision and letting others translate the vision to reality. It is about putting the right structures and processes in place in order to sharpen the skills of people and allow them to excel in their jobs and direct them to become the future leaders.

In view of the leadership skills employed in this study, Katz, 1980 identified three (3) essential skills of leaders for successful management: human, technical and conceptual. Human skills refer to the ability of school heads to work well in cooperation with other persons, Magsombol, 2008. A school head with a highly developed human skill is conscious of his/her own giftedness as a person therefore is not threatened by the giftedness of people working with him/her. Instead make use of that talents and potentials of the working force to attain educational goals to the fullest. Extremely human-skilled school leaders are capable of identifying and accepting ones strengths and limitations and that of the others and use this knowledge to enrich the given potentials and outgrow the limitations. Human skills of principals can be likened to the emotional intelligence of persons where emotional maturity is involved. Tan, 1999, points out that leaders in this present millennium is someone who can effect change that comes from a vision and able to motivate and harness people and resources around that vision. The presence of a leader in an organization who can inspire, motivate and strengthen others in the system is enough to infuse new life in the organization.

Technical skills refer to the ability of school heads to use his understanding and proficiency in a specific kind of activity which involves methods, processes, procedures or techniques. It involves specialized knowledge, analytical ability and facility in the use of the tools and techniques of the specific discipline. These skills are acquired through formal education and are further developed by training and job experience, Magsombol, 2008. An outstanding school principal should frequently and spontaneously coach others, especially teachers; provide honest feedback and assistance with tasks and where appropriate, provide clear development opportunities to develop their competencies, Flowers, 1998. What is worthy

to be stressed is that, school leaders should use technology to advance one's skill and be able to assist others in enhancing oneself for greater output in the teaching field. According to Waters, Manzano and McNulty, 2003; Knapp, Copland and Talbert, 2003, the development of management competence in the analysis and use of data and instructional technologies to guide school improvement activities should be part of the competencies a principal should possess and therefore be included in the training program for school principals.

Conceptual skills refer to the ability of school heads to see the institution as a whole which includes recognizing how the various functions of the organizations depend on one another and how changes in any one form affects the rest. It extends to visualizing the relationship of the individual business to the industry, the community and the political, social and economic forces of the nation as a whole, Magsombol, 2008. In other words, a school principal with a harnessed conceptual skill, views the whole reality of the institution in relation to the whole picture of the local, national and international scenario. He has a broader perspective of current and global concerns and can conceptualize and figure out how to use these present issues for the betterment and quality products of the educational institution where they are. Having these essential skills at hand, school principals will now be able to address challenges that is posed to them by the outside world and even organizational issues concerning the institution.

Fuellas, 2003, discussed the supervisory functions of the instructional leaders necessary in managing the school. These functions are in terms of the following: curriculum development, instructional development, faculty development, educational research development and parents,

teachers and community association development. The researcher being a school principal discusses these functions based on her experiences.

Curriculum development is a component of the supervisory functions of principals where as a school leader, should manifest competence in organizing curricular and co-curricular programs and related activities. Every educational institution follows a particular curriculum framework operative and cascading from the vision, mission and goal of the organization. School curriculum defines what teachers are to teach and what the learners ought to know, acquire and develop. Curricular framework is the skeleton from which all other operations in the school are patterned upon. It presupposes that school principals know where the institution is heading to and what kind of learners is expected of so that development of a curriculum that is specific, measurable, attainable, reliable or relevant and time-bound be accessible to people concerned. Waters, Marzano & McNulty, 2003; Waters & Grubb, 2004, mentioned that some features of effective leadership practices include the ways in which leaders directly participate in the design and implementation of curriculum; support and promote effective instructional and student assessment practices; recognize individual and school accomplishments; and adapt their leadership to address the context-specific needs of teachers, students, and other stakeholders

Instructional development is a supervisory function of a school principal, where one is expected to display proficiency in articulating various and current methodologies and practices in the delivery of curriculum. Along this line, they develop instructional framework based on the learning needs of the students. Instructional leaders inspire and influence teachers to

demonstrate skills in teaching by using appropriate instructional strategies and aids in order to attain the objectives of the curriculum. One is also tasked of close monitoring the students' performance and make necessary adjustments when needed after diagnosing academic needs of the learners. Southworth, 2002, p.78, says that "instructional leadership is likely to be more effective when it is conceptualized as 'broad' rather than 'narrow'" because it increases the scope for other leaders to play a role as well as the principal and because it recognizes how social organizations operate. He adds, 2002, p.79, that "instructional leadership... is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth". Geltner and Shelton, 1991, p.339, also appear to advocate a broad view in claiming that "effective instructional leadership... is... characterized by a strategic perspective which leads to the integrated linkage and deployment of all resources available to the school to achieve its purpose and mission.

Faculty development as a supervisory function of a principal requires them to provide a planned activities or a program designed to enhance growth among the teachers and staff for them to be develop wholistically and reach their full potential. It is an on-going formation and development of personnel to meet the specific needs of education ministry. The activities offered in this program include personal, spiritual, intellectual, social and physical activities meant to develop people totally. According to Licari, 2007, for meaningful curriculum change to occur in schools, faculty must go through a process of new skills development that will prepare them to teach differently and to assess students differently than they have before. Curriculum change and the faculty development process must have the support of the school's leadership and become a core value of the school's culture.

Educational Research development is a component of the supervisory functions of a school principal wherein as instructional leader one should cultivate the culture of research in the school, manifests skills in conducting researches. He takes the lead in doing investigation to influence his teachers to do the same. Conducting classroom-based research can be basis for decision and policy-making that will contribute in the school effectiveness and achievement. Any innovation in terms of improving instruction delivery or enriching curricular offering that responds to the signs of the times is a product of a research study or project, hence the necessity for this skill to be present in our school leaders and principals. Why cultivate the culture of research in the school? It is because this kind of supervisory function of the principal is most likely less prioritized if not forgotten. Lee and Boud, 2003, in their article mentioned, the development of the research potential of university staff has been given less attention than many other aspects of professional development, particularly teaching development. Yet there is an important need for the development of staff in terms of research role.

Parents, Teachers and Community Association development is another component of the supervisory functions of the principal that cannot be taken for granted. Relationship with outside community is crucial in bringing about school effectiveness and rendering quality output. The principal should maintain this relationship by communicating information about the school to parents, alumni and students to establish a network that will build commitment, promote understanding, solicit cooperation and develop wholesome and harmonious relationship between the stakeholders of the school. In doing so, school programs for development are being supported by both the academic community of the school and the larger community.

Strategic management is the set of managerial decision and action that determines the long-run performance of a corporation, Andrews, 1971, includes environmental scanning, strategy formulation, strategy implementation, and evaluation and control. It therefore emphasizes the monitoring and evaluating of the corporation's strengths and weaknesses, determines and reveals its objectives, purposes, or goals, produces the principal policies and plans for achieving goals, defines the range of business the company is to pursue, the kind of economic and human organization it is or intends to be, and the nature of the economic and noneconomic contribution it intends to make to its shareholders, employees, customers, and communities.

According to Hill, C., Jones, G., & Schilling, M., 2014, a strategy is a set of related actions that managers take to increase company's performance. If a company's strategies result in superior performance, it is said to have a competitive advantage. In the article "Principal professional development in China: Challenges, opportunities, and strategies", Chu, H., & Cravens, X. C., 2012, examines the essential role of school principals in China's "Quality-Oriented Education" national reform movement. A critical review of the existing principal evaluation and training systems in China was conducted. From the data, a framework of strategic directions for systemic professional development for school leaders was formulated.

The formulated strategic plan in this study was based on the result of the survey conducted, features the rationale, vision and mission, goals and objectives, areas of concerns, strategies, activities, topics and courses related to human, technical and conceptual leadership skills as well as topics covering areas on curriculum, instruction, faculty, educational research and parents, teachers and community association developments. Performance indicators, time

frame and persons accountable are part of the plan. In a period of three (3) years, it is assumed that principals will become highly performing school leaders, turning schools into highly performing educational institutions.

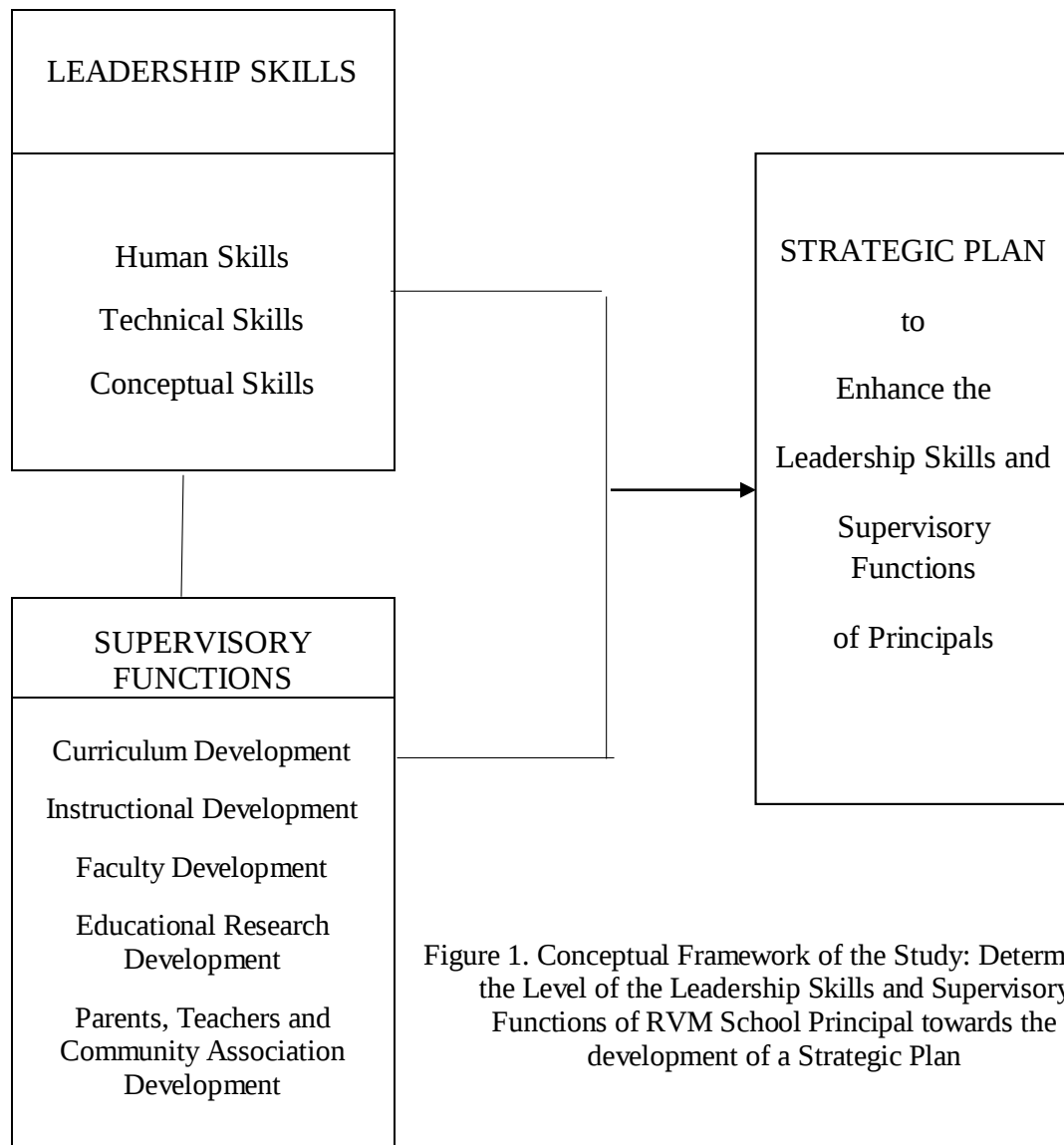


Figure 1. Conceptual Framework of the Study: Determining the Level of the Leadership Skills and Supervisory Functions of RVM School Principal towards the development of a Strategic Plan

1. 3 Statement of the Problem

The main purpose of this study was to assess the level of leadership skills and supervisory functions of RVM School Principals in the Visayas Region as perceived by themselves, by the academic/subject coordinators and by the teachers.

Specifically, this study attempted to answer these questions:

1. What is the level of leadership skills of principals of the RVM Schools in the Visayas Region as perceived by themselves, academic/subject coordinators and their teachers based on the following:
 1. 1 Human
 1. 2 Technical
 1. 3 Conceptual

2. What is the level of supervisory functions of principals of the RVM Schools in the Visayas Region as perceived by themselves, academic/subject coordinators and their teachers based on the following components:
 2. 1 Curriculum Development
 2. 2 Instructional Development
 2. 3 Faculty Development
 2. 4 Educational Research Development
 2. 5 Parents, Teachers and Community Association Development

3. Based on the findings of the study, what strategic plan can be designed to enhance the leadership skills and supervisory functions of the school principals?

1. 4 Significance of the Study

It is very necessary for the RVM Education Ministry to know the current levels of leadership skills and supervisory functions of the RVM school principals in the Visayas Region. It is important that the principal's leadership capabilities be studied so that the RVM-EMC should get new insights in promoting excellent performance.

This study will be beneficial to the school principals who are directly responsible in managing school affairs. Likewise, the teachers will benefit from this study through new insights gained by evaluating the professional skills of the school principal. The students will be benefited most from the results of the investigation through a much improved leadership performance of the school principal.

Whatever findings and recommendations that will come out as a result of the study, the RVM Education Ministry will be guided on what action to take in order to fill in the gap and hone skills and capabilities of the principals to meet the challenges of the 21st century education and for the greater good of all and the building of God's kingdom in the ministry of education.

1. 5 Scope and Delimitations of the Study

The study focused on determining the level of the leadership skills and supervisory functions of selected RVM school principals in the Visayas Region. This study focused on the principals themselves and their perceptions of their leadership skills and supervisory functions together with the perception of the teachers, subject/academic coordinators.

There are forty-two (42) RVM schools throughout the country and twelve (12) of these are located in the Visayas region but only nine schools have been selected for this study. Three are PAASCU accredited schools and six are all ESC Certified Schools. The RVM schools in the Visayas region are mostly small in population. Its enrolment ranges from 350 to 500 students. These schools have been purposively selected because of its significance in the study of principals' leadership skills in the school management. The population was delimited to ninety nine (99) respondents consisted of nine (9) principals and ninety (90) teachers, academic/subject coordinators drawn purposively from nine participating RVM schools in the Visayas region which are under the headship of the RVM-EMC chair (National) and the RVM Regional Superintendent (Visayas).

Questionnaires in English were utilized in the surveys. One set of questionnaires (Set A) to be answered by the principals, this consists: Part 1. Profile of Participants, Part 2. Self-Assessment of the Principal on the three Leadership Skills of Human, Technical and Conceptual and their Supervisory Functions in the Curriculum, Instructional, Faculty, Educational Research and Parents, Teachers and Community Association Developments; Set B questionnaire is to be

answered by the teachers, subject/academic coordinators, this consists: Part 1. Profile of Participants, Part 2. Assessment of the Principal on the three Leadership Skills of Human, Technical and Conceptual and their Supervisory Functions in the Curriculum, Instructional, Faculty, Educational Research and Parents, Teachers and Community Association Developments. Interview with some of the principals included in the survey was conducted after data interpretation was done.

1. 6 Definition of Terms

In this study, the following terms are defined either conceptually or operationally, for purposes of clarity and understanding:

Conceptual Skills. This involves the ability of school leaders to formulate ideas, understand abstract relationships and solve problems creatively, Magsombol, 2008. In this study, conceptual skills is one of the leadership skills of principals which deals with how to develop plans, create a competitive learning atmosphere and provide supports to teachers.

Curriculum Development. It is one of the components of supervisory functions of principals which identify all areas of learning and experiences which are utilized by the school to attain the goal of education.

Educational Research Development. It is a skill that encourages teachers to investigate and conduct research, be engaged in and be responsible for problem solving activities. As used in

this study, it is one of the components of supervisory functions of principals which deals on encouraging teachers to investigate and motivate them to conduct classroom research by giving them proper guidance and ample time to work with monetary and non-monetary incentives.

Faculty Development. It is the capacity of a principal to address the needs of the teaching force of the school in terms of wholistic development through an encompassing plan that includes all the areas of development.

Human Skills. It is the ability of school principals to interact and cooperate effectively with employees, Katz, 1980, Magsombol, 2008. In this study, it is one of the leadership skills of principals which refer to how they motivate, inspire, influence and understand people and brings out the best in them towards healthy and positive contribution in the implementation of educational goals.

Instructional Development. It refers to the process of planning and organizing teaching-learning activities which are intended to improve the learners' achievement, Magsombol, 2008. In this study, it deals with the supervisory function of the principals to help teachers plan, provide effective instruction and promote instructional innovations that will respond to the demands of education and to accomplish the school's mission.

Leadership Skills. It refers to the school principals' capacity to lead and influence in terms of human skills, technical skills and conceptual skills that goes hand and hand with supervisory functions. It is the school principal's ability to adapt to the fast changing pace of Philippine Educational landscape and embrace the demands of K to 12 Curriculum and ASEAN 2015.

Parents Teachers Community Association Development. It is the skill of the school principal to form linkages with the different stakeholders and other groups to be partners in the development and improvement of the school and the whole community.

Strategic Plan. As used in this study, is a strategic plan designed by the researcher which is based on the weaknesses of the principals in the performance of their leadership skills and supervisory functions. It is designed to build up and improve their skills to increase the performance levels of the schools.

Supervisory Functions. It refers to the principals' performance achievement in terms of curricular, instruction, faculty, educational research and parents, teachers and community association developments necessary in improving the teaching-learning conditions of the school, Magsombol, 2008.

Technical Skills. It is the ability to use expertise to perform a task with proficiency. As used in this study, it refers to the leadership skills of principals which deal with their knowledge in practical scientific and technological aspects of school management.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter gives a description on the following topics: school leadership and management, school leadership skills, supervisory skills and effective school leadership.

School Leadership and Management

Despite its contemporary importance, there is no agreed definition of the concept of leadership and Yukl, 2002, argues that the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no “correct” definition. Three dimensions of leadership may be identified as a basis for developing a working definition: Leadership involves a process of influence exerted by one person or group over other people or groups, to structure the activities and relationships in a group or organisation, Yukl, 2002; Leadership should be grounded in firm personal and professional values. Wasserberg, 2000, claims that the primary role of any leader is the unification of people around key values. The emphasis on “people” shows the central importance of staff and other stakeholders if school and colleges are to be successful learning environment for children and students; Leadership involves developing and articulating a vision for the organisation. The vision needs to be specific to the school or college and be embedded in the organisation, if leadership is to be successful.

Bolam, 1999, defines educational management as “an executive function for carrying out agreed policy.” He differentiates management from educational leadership which has “at its core the responsibility for policy formulation and where appropriate, organisational transformation.” Writing from an Indian perspective, Sapre, 2002, states that management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisational goals. Bush, 2003, argues that educational management should be centrally concerned with the purpose or aim of education. These purposes or goals provide the crucial sense of direction which should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Unless this link between purpose and management is clear and close, there is a danger of “managerialism”, a stress on procedures at the expense of educational purpose and values, Bush, 1999. In “managerialism”, the emphasis is on managerial efficiency rather than the aims and purposes of education, Newman and Clarke, 1994; Gunter, 1997.

Cuban, 1988, provides one of the clearest distinctions between leadership and management. He links leadership with change while management is seen as a maintenance activity. He also stresses the importance of both dimensions of organisational activity: Leadership means influencing others’ actions in achieving desirable ends. Leaders are people who shape the goals, motivations and actions of others. Frequently, they initiate change to reach existing and new goals. Managing is maintaining efficiently and effectively current organisational arrangements. While managing well often exhibits leadership skills, the over-all function is toward maintenance rather than change. Leadership and management need to be given equal prominence if school and colleges are to operate effectively and achieve their

objectives. While a clear vision is essential to establish the nature and direction of change, it is equally important to ensure that innovations are implemented efficiently and that the school's residual functions are carried out effectively while certain elements are undergoing change. Leading and managing are distinct, but both are important. Organisations which are over managed but under led eventually lose any sense of spirit or purpose. Poorly managed organisations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenge of modern organisations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides, Bolman and Deal, 1997.

In the RVM School set up, leadership and management can go hand in hand. In fact it should be the case in all schools. A school needs a leader/manager who is strong enough to effect change for the betterment of the educational institution. However, that strong effective school leader/manager should be tempered with vision, wisdom and commitment. Governance nowadays is not about power. It is about service and the influence one can have for people to strive for more and to soar high. Chris Lowney in his article, "Heroic Leadership: Best Practices from a 450-Year-Old Company That Changed the World", said that a magis-driven leader is not content to go through the motions or settle for the status quo but is restlessly inclined to look for something more, something greater. Instead of wishing circumstances were different, magis-driven leaders either make them different or make the most of them. Instead of waiting for golden opportunities, they find the gold in the opportunities at hand. This is the challenge for people occupying leadership positions now and those who would like to become leaders.

School Leadership Skills

There can be no strict formula for successful leadership. As a leader you should examine the situation in which you are working and the people you are seeking to influence. Sweeny, 2004, contends that successful school principals can delegate effectively, manage tasks and select teachers and support staffers who can help students graduate and ultimately contribute to society. Providing a school vision, encouraging others, taking risks and instilling pride and enthusiasm in students and staffers are leadership skills necessary for the job. Vision - A school leader must set an easily understood vision of the future for students and the school itself. This vision becomes the school community's focal point; it's the stated goal that everyone strives to achieve. A well-articulated vision makes it easier to take action, especially when the decision to act on something helps the school or student move closer to the stated vision; Commitment - Students and teachers must feel the school's leadership is committed to the vision. Working toward achievements and finding the courage to do what is necessary to achieve identified goals is crucial. Students and teachers can more easily believe in the vision when the leadership's commitment is apparent and unwavering; Courage - Courage in a school-leadership role means taking risks -- not those career-ending or life-threatening; just a willingness to look at things differently, and always keep a plan B in mind. Under effective leadership, schools, principals, teachers and students can recover from actions were taken. And with the courage that a school leader instills in everyone around her, decisions to move forward to try something else can be readily accepted; Empathy - Empathy is the ability for school leaders to listen and interact with students and teachers in a way that shows they care about others' feelings. Empathy is not

taught; people can easily be empathetic with people they care about in their personal lives, but the school leader must visibly exhibit that same level of caring to all others in the school community.

Cohen, 2000, suggested that the principal as a supervisor is expected to possess the various traits, knowledge and skills: The successful supervisor is in constant contact with people and should possess the personal traits of warmth, friendliness, patience, and a sense of humor that are essential not only to supervision by also to teaching; As a service-oriented agent of improvement, the supervisor must be imbued with the spirit counsellors refer to as “the helping relationship”; that is, the desire to be of assistance to others. He / She needs the kind of persuasiveness and infectious enthusiasm that inspires teachers to want to make changes for the better. He / She should be an “ideal person”, one who leads people to think about new and improve ways of doing things. He or she needs to convey the attitude of valuing and seeking the idea of others while not appearing to have answers to all the problems the teachers face. He / She should be able to effect a democratic environment in which the contributions of each participating member is valued and needs to possess a predisposition to change and must constantly promote improvement. The supervisor, above all, must be able to live with change and help teachers adapt to the changing needs of society and of children and youth. To accomplish this mission, the supervisor should be able to work effectively in both one-to-one relationship and groups.

In order to perform effectively, Marczely, 2001, adheres that the supervisor must possess a broad knowledge of both general and professional nature and be able to translate that

knowledge into skilful practice. The broad knowledge include a sound general education programme, a thorough pre-service professional education programme, a major field of study, a solid graduate programme in supervision and three to five years of successful teaching in secondary school. In pre-service and in-service training programmes, supervisors should develop a ground in learning theory and educational psychology, history of education (especially of curriculum and instruction development), the role of the school society, curriculum development, instructional design and methods, group dynamics, conferencing and counselling, and assessment of teachers performance.

The principles of effective supervision serve as guide to the activities which are designed to improve instruction and, consequently, facilitate the teaching-learning process of the school enterprise, Peretomode, 1995. There are guiding principles that govern the principal's operation of effective supervision. These principles are: healthy atmosphere, staff orientation, guidance and staff training, immediate recognition of good work and constructive criticism. The environment should be made free of tension and emotional stress. Principals must avoid supervisory approaches which are likely to cause interpersonal tension and dissatisfaction among teachers. The atmosphere should be conducive for work; Staff orientation: The quality and quantity of the work must be specified in clean clear terms. Teachers should be made to understand clearly what are or are not expected of them. New staff must be given the necessary orientation. They should have a schedule to know where to get information and materials to help them perform the work well; Guidance and Staff Training: Teachers should be offered necessary guidance. They should be guided on how to carry out their assignments. Information should be for everybody and specific to individuals assigned to particular tasks. Techniques of

how to do the task must be given at all times. The school must arrange and participate in staff training; Immediate Recognition of Good Work: Good work should be recognized. This implies that the acknowledgement of any good work done must be immediate and made public to others which will then serve as incentive to others. Examples are incentives of merit, recommendation for promotion etc. This improves performance; Constructive Criticisms: Poor work done should be constructively criticized and such criticisms should be made private and with the mind free of bias; Opportunity for Improvement: Teachers should be given opportunity to prove their worth and aspire higher. They should therefore be allowed to use their initiatives in performing their jobs and taking decisions. This will give them the motivation to work harder; Motivation and Encouragement: Teachers should be motivated and encouraged to work to increase productivity. They should be encouraged to improve their ability to achieve efficiency in educational goals.

Within an organization, identifying critical leadership competencies required for effectiveness helps define what skills the leaders need, Pernick, 2001. Nahavandi, 2000, defined a skill as “an acquired talent that a person develops related to a specific task” (p. 49).

According to Katz, 1980, all leaders require above three leadership skills. However, the degree of these skills required varies from levels of management and from an organization to organization.

The conceptual skill is the ability to visualize the organization as a whole. It includes analytical, creative and initiative skills. It helps the manager to identify the causes of the

problems and not the symptoms. It helps him to solve the problems for the benefit of the entire organization. It helps the manager to fix goals for the whole organization and to plan for every situation. Conceptual skills are mostly required by the top-level management because they spend more time in planning, organizing and problem solving, Katz, 1980. However, in a small school setting where most of the RVM schools in Visayas belong, planning, organizing and problem solving are part of the roles the principals do. The day to day issues that need to be addressed cannot wait for the next Board of Trustees meeting. The principals are given the task to handle these issues accordingly. For planning and organizing, the principals also take care of that when at the beginning of the school year they have to present all the plans and programs for the year and the necessary arrangements that will take place if ever. Principals do a lot of planning and can initiate programs when needed but with the approval from the higher office or governing body, the Board of Trustees of the school.

The human relations skills or interpersonal skills, is the ability to work with people, to understand, communicate and work with others. It also helps the managers to lead, motivate and develop team spirit. Human relations skills are required by all managers at all levels of management. This is so, since all managers have to interact and work with people, Katz, 1980. When the main purpose of the institution's existence is development of people, human relation skills of leaders are non-negotiable. One should be an expert in relating with people in order for development and growth to take place. This is what the RVM school principals are mindful of. Being a religious Sister Principal, people expect her to be good at relating with all kinds and levels of people. It would be a slap on one's face if the Sister Principal fails in this area. But at times due to some circumstances, conflict cannot be avoided, maybe because of different

personal history, backgrounds and beliefs, culture of the place and way of thinking. RVM school principals are subject to movements in the Congregational set up. All religious are bound to obey superiors and go to where they are assigned. A constant change in the school organization especially on the top management level has a great effect on the effectiveness and performance of the school principal.

A technical skill is the ability to perform the given job, to use different machines and tools in their various procedures and techniques. The low-level managers require more technical skills. This is because they are in charge of the actual operations, Katz, 1974. Again, where RVM schools are concerned, technical skills of principals are very much needed because at times they are forced to perform tasks like record keeping and secretarial work in small schools where there is nobody to do it.

Apart from Katz's three managerial skills, a manager also needs the following additional managerial skills: communication skills, administrative skills, problem-solving skills and decision-making skills. Communication skills are required equally at all three levels of management. A manager must be able to communicate the plans and policies to the workers. Similarly, he must listen and solve the problems of the workers. He must encourage a free-flow of communication in the organization; Administrative skills are required at the top-level management. The top-level managers should know how to make plans and policies. They should also know how to get the work done. They should be able to co-ordinate different activities of the organization. They should also be able to control the full organization; Leadership skill is the ability to influence human behavior. A manager requires leadership skills

to motivate the workers. These skills help the manager to get the work done through the workers; Problem solving skills are also called as design skills. A manager should know how to identify a problem. He should also possess an ability to find a best solution for solving any specific problem. This requires intelligence, experience and up-to-date knowledge of the latest developments; Decision-making skills are required at all levels of management. However, it is required more at the top-level of management. A manager must be able to take quick and correct decisions. He must also be able to implement his decision wisely. The success or failure of a manager depends upon the correctness of his decisions.

Newer approaches to leadership skills have been built upon the technical, human, and conceptual skill classification, but are slightly different. Goleman, 1998, outlined three domains of leadership skills: purely technical skills, cognitive abilities, and competencies that demonstrated emotional intelligence. There are five components to emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skill.

Mckenzie, 2005, Leadership is a combination of character traits and learned skills. Without integrity, humility and discernment, skills like problem-solving or team-building will not make a person a great leader. For someone who has developed the necessary character traits, there are several important skills that need to be honed for leadership to flourish. Communication - Written and oral communication skills are a must for any leader or manager. Magsombol, 2008, said most people perceive the principal as one who is proficient in both written and oral communication, which can make him easy to relate with the teachers, staff and students and expert in establishing network with the people in the community; Building Teams

- Creating teams is a primary task of any leader or manager. Getting a group of people to come together and work toward a common goal requires you to be part general, part psychologist and part mediator; Problem-Solving - As the leader, you should always have the answer, or at least know how to get it. Problem-solving is a skill we all use every day, but being aware of it and intentionally using it for your goal is something that takes practice. Magsombol, 2008, cited that problem-solving is one of the most important concern and practice of the school leader. It is identifying and framing problems, developing alternative solutions and selecting among competing alternatives for the most feasible solutions, Narayana et, al. 2005; Dela Cruz, 2001, Agustin, 2003; Resource Management - You cannot ask people to do something and then not supply the means to do it. Acquiring resources is a management skill all leaders should possess in order to be effective; Observation and Discernment - As a manager or leader, you have to assign roles and evaluate your followers. You should therefore be able to assess an individual's capabilities, observe his performance and communicate you assessment back to the individual. The goal is to help the individual grow and mature within the organization; Decisiveness - A leader or manager will have to make a decision with very little information to base it on. Hesitation is costly. The ability to make a decision, stick with it and accept the consequences is a skill every true leader must have. Decision-making is one of the most important school activities that should be properly implemented and that decision-making areas are clearly delineated among the different bodies in the school. All managers/leaders are expected to learn how to make better decision and must be concerned too that the employees learn to make their own wise and effective decisions, Magsombol, 2008. A good decision-maker is basically a

person with some natural intelligence who develops the decision-making skills by learning, practice and effort, Delos Santos et, al. 2005.

Bennis, 1995, identified four essential competencies of school managers: management of meaning, management of attention, management of trust and management of self. In management of meaning, the school heads must be able to manage the meaning of schooling. They must have a clear understanding of the purpose of schools and can manage the symbols of the organization towards fulfilling that purpose. Management of attention, the instructional leaders have the abilities to get teachers to focus and expand energies toward fulfilling the purpose of the school. Management of trust, the educational leaders does not become an issue because they behave in such a way that others believe in them. In management of self, the strong instructional leaders know well their strengths and weaknesses. In addition to the leadership and supervision skills; educational leaders should endeavour to acquire characteristics and behaviours that enhance their personal power, Bennis, 1995.

The four essential competencies of a school principal Bennis mentioned in his writing correspond to that of Robert Katz. Putting together the skills needed for an effective school manager/leader/principal, we all go back to the same skills of human relations, technical ability and the conceptual qualities of a leader. Although Bennis mentioned about management of meaning, management of attention, management of trust and management of self, more or less, what he mean of these refers most to the personal quality of a leader. It is about going beyond tasks and trying to see the person and the makeup of a leader.

Supervisory Skills

Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. According to Mike Schmoker in his book *Results: the Key to Continuous School Improvement*, the combination of three concepts constitutes the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data. Principals must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

Beach and Judy, 2000, referred to the skills needed by supervisors (principals) as “skill-mix”, consisting of technical, managerial, and human relations skills. On the identification of supervisory proficiencies, Pejak, 2000, identified twelve domains, with relevant knowledge, attitude and skills as follows: Staff development: Developing and facilitating meaningful opportunities for professional growth; for example, seminars, workshops, and in-service

training; Planning and change: Initiating and implementing, collaboratively, developed strategies for continuous improvement; Communication: Ensuring open and clear communication among individuals and groups through the school; Curriculum: Coordinating and integrating the process of curriculum development and implementation; Instructional programme: Supporting and coordinating efforts to improve instructional programme; Service to teachers: Providing materials, resources, and assistance to support teaching and learning; Observation and conferencing: Providing feedback to teachers based on classroom observation; Problem solving and decision making: Using a variety of strategies to clarify and analyse problems and to make decisions; Research and programme evaluation: Encouraging experimentation and assessing outcomes; Motivating and organizing: Helping people to develop shared vision and achieve collective aims; Personal development: Recognizing and reflecting upon one's personal and professional beliefs, abilities and actions; Community relations: Establishing and maintaining open and productive relations between the school and its community.

Nwaham, 2008, says supervision of instruction plays a vital role at assisting, guiding and stimulating the teachers to improve on their teaching skills and experience as well as enhance their professional growth. She sees supervision of instruction as an improvement of the teaching-learning process for the utmost benefit of students. Supervision, according to Retting (2007), provides opportunities for teachers to be groomed through a discursive critical study of classroom interaction. It helps them to carry out their teaching tasks in line with professional codes of conduct. Osakwe, 2010, too, sees supervision as the provision of professional assistance and guidance geared towards the achievement of effective teaching and

learning to teachers and students in the school system. Therefore, the principals should adopt methods, principles and functions that are necessary to achieve educational goals. Arinze, 2004, opines that success of supervisory management often depends on insight into delicate and intangible issues; insight, which does not always come easily to the down-to-earth man.

School administration involves managing and administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on, Ojo, 1999. All these tasks can be reduced to the following: planning, organization, directing, supervising and evaluating the school system. The school principal must ensure these activities are directed towards efficient and effective teaching and learning. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, counsellor, adviser and a problem solver. He is the person on whose shoulders rest the entire administration, success or failure of the school. He identifies and set the goals and objectives of the school which, of course, must be in line with the national objectives, analyses tasks and share responsibilities of staff according to specialization and expertise, Uyanga, 2007. Dr. Regina Osakwe, 2013, in her article about “Supervisory Functions of Secondary School Principals and Factors Competing with these Functions” said the following are the duties of the principal at ensuring that the multi-faceted problems facing the secondary school system do not hinder efficient service delivery toward achieving quality output: Management of School Finance: The principal is the chief

executive and accounting officer who is entrusted with the responsibility of controlling the school finances and ensuring a judicious utilization of PTA levy. In order to raise funds to complement the efforts of the government, the principal can establish a very good rapport with the parent teacher association, board of governors, old students association and non-governmental organizations for fund raising activities:

Provision and Maintenance of Physical Facilities: Principals must be fully concerned with the physical environment and other facilities around the school. Dilapidated buildings, leaking roofs, abandoned projects, overgrown trees and lawns, dark buildings, etc. have demoralizing effects on people, especially adolescents, Obidua, 2006. As a result, principals have the responsibility of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching, Babayemi, 2006;

The Principal as a Motivator: Babayemi, 2006, opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administrative processes. As a chief executive, the principal owes it as a duty to modify the attitudes of staff and motivate them to put in their best at achieving educational goals through an effective teaching-learning process. Motivation enhances job performance.

The Principal as a Curriculum and Instructional Supervisor: The functions of the school principal as a supervisor include; obtaining and making available for teachers all educational information, visiting classrooms often to observe teachers teaching, inspecting teachers' lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement;

The Principal as a Change Facilitator: When it comes to efforts to improve the quality of the school, the principal should be the person

to look up to. According to Uyanga, 2008, since a school is known to be an instrument of change and reforms in the society, the principals is said to be the pivot of such reforms and changes. This responsibility is very obligatory and principals are expected to deploy managerial skills in adapting that can bring about this change in the school system. The principal is the key-supporting agent for change. Therefore, secondary schools can only be productive if there is effective and efficient management of human and materials resources in the system by the principal.

Magsombol, 2008, said that the “destiny of a country is being shaped in the classroom.” The educational leader who is the most important member of a school organization will assume the leadership role. It is equally important that the school heads are equipped with considerable skills in school supervision. Modern supervision is based on systematic study, an analysis of the entire learning situations, utilizing a careful planned program that has been cooperatively derived from the situation and which is adapted to the need of those involved in it. This involves: upgrading of professional growth of teachers, selection and revision of objectives of education, development of materials for instruction, development of better and more effective methods of teaching, evaluation of instruction and lastly helping new teachers to become successful teachers. Mahonty, 2005, supervision is an old concept with new meanings. By these new meanings, supervision influences the quality of instruction in the school hence improvement of school program has always been the ultimate goal of supervision. Supervision is a management skill and the school manager performs supervisory functions like curriculum development, instructional development, faculty development, educational research development and parents, teachers, and community association development. As a school head,

one knows how to get teachers to focus and expand their energies towards fulfilling the goal of the school. One is seen as providing leadership necessary to make significant change as well as major source of knowledge and expertise.

Curriculum development is a component of supervisory functions of principals that looks after the set of knowledge, skills, activities and programs to offer in order to meet the necessary requirements expected since curriculum is the framework of where the learners are heading to. Instructional development is another function of a principal that provides the school with directions on how to deliver the curriculum to individual learners. A principal should be an expert on instructional framework and able to influence teachers to be vessels of information and skills needed by the learners. Faculty development as a supervisory function of principals is very necessary since teachers are the lifeblood of learning, therefore principals should make it a point to develop their potentials and talents and make them experts of teaching-learning process in the school. Another supervisory function of a principal is educational research development. This function although important seemed to be the least priority or not given much attention to by the principals. It appears that the principals are quite hesitant to undertake such venture due to lack of skill and knowledge on the process of research. Parents, teachers and community association development is a supervisory function that is unavoidable. Being the school head, principals are tasked to communicate with people of different levels. The success or failure of the school is in hands of principals and the manner they handle the parents, teachers, students and people at the larger community. This function needs a lot of what we call human relations skill.

There is wide recognition that school leaders exert a powerful, if indirect, influence on teaching quality and student learning. In a review of literature for the American Educational Research Association, Leithwood and Riehl, 2003, conclude that school leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction. Case studies of exceptional schools indicate that school leaders influence learning primarily by galvanizing effort around ambitious goals and by establishing conditions that support teachers and that help students succeed, Togneri and Anderson, 2003. Similarly, Leithwood and Riehl, 2003, find that large-scale quantitative studies of schooling conclude that the effects of leadership on student learning are small but educationally significant. In these studies, as in case studies, the effects of leadership appear to be mostly indirect: leaders influence student learning by helping to promote a vision and goals, and by ensuring that resources and processes are in place to enable teachers to teach well, Leithwood and Riehl, 2003.

In the year 2000, Ricabar analyzed the leadership competencies of school managers in the Division of Marikina as perceived by themselves, by the faculty and by the researcher herself, on the dimensions of structural, human resource, political and symbolic. She used descriptive method with survey questionnaire that contains the four dimensions of leadership to 21 public elementary and high school principals and 63 faculty members. Her findings said that the school managers are high performance leaders based from both the principal's self-rating and faculty. They were found to be with advanced competency in structural, human resource, political and symbolic dimensions of leadership but according to the researcher's

observation and conclusion, they were not perfectly competent because they did not get a score of 9 in a 1-9 scale.

Likewise, Padilla, 2002, did the same study of analyzing the instructional leadership management skills of middle level school managers in the City Division of Makati, in terms of framing, communicating and supervising the department goals, coordinating the curriculum, monitoring student progress, use appropriately instructional time, maintaining high visibility, providing incentives for teachers and learning and promoting professional development. She used the descriptive method of research with questionnaire and sampling procedures to 4 principals, 20 department heads, 98 teachers and 145 students. They all came from 4 public secondary schools in the City Division of Makati. The result of her study said, as a whole, the department heads, principals, teachers and students assess the instructional leadership management skills of department heads as “very satisfactory.” It appears that there is no significant relationship on the assessment when compared with principals, teachers and students.

In the year 2005, Torres made a study and looked at the predictors of instructional and supervisory competencies of Master Teachers in selected high schools in the Division of Cagayan, Region 2 as a basis for staff development. The instructional skills indicators are: lesson planning, delivery, instructional materials preparation & development, evaluative, classroom management, home and community involvement. Supervisory competence indicators: innovative, coordination, leading, observation and human relations. The study made use of data gathering. The statistical analysis includes frequency percentage, mean, and

stepwise multiple regression analysis. Total respondents were 240: 10 principals, 46 master teachers and 184 teachers from 10 different voc-tech schools. The findings of the study stated as follows: Instructional competencies of master teachers in lesson planning & delivery skills, instructional materials preparation and development skills, evaluative skills and school, home and community involvement skills revealed that there were slight difference in the mean, but all belong to the same scale range interpreted as good. The level of supervisory competencies of master teachers was perceived by respondents as very good in innovative skills, coordination skills, leading skills, observation skills and human relation skills.

Effective School Leadership

According to Sharma, 2005, leadership plays an indispensable role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. Various researches have linked the school effectiveness with the leadership. In absence of leadership goal accomplishment and school effectiveness is never guaranteed. In view of Cheng and Townsend, 2000, for education change and effectiveness, the role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to

prominence with a change of principal. This is also borne out by large number of research studies on management of change in education, Mukhaopadhyay, 2001.

Successful leadership is not the result of simply obtaining a position, but rather possessing the knowledge and understanding of successful leadership skills along with the personal ability to effectively implement those skills. Hence, "School leaders need impressive skills to provide effective leadership in our diverse school environments". However Leadership is not a concept for self but it should be rightly perceived by followers, Sharma, 2005.

A leadership research which involves the search for universal traits or distinguishing personal characteristics that would separate effective and ineffective leader was conducted by Shelly Kirkpatrick and Edwin Locke, 2005. Successfully, they were able to identify personal traits common to effective leaders. In the same vein, Peters and Waterman, 1982, emphasized the critical role played by management especially at the top in creating the values and practices that encourage effectiveness. In addition, Sergiovanni, 1994, distinguished five leadership forces necessary for the creation of effectiveness and excellence: technical, human, educational, symbolic and cultural forces. Lastly, in the study of strategic leadership of Guthrie, 1990, revealed the important characteristics of successful modern leaders. They are vision, inspiration, strategic orientation, integrity and organizational sophistication.

There is ample evidence that high-quality leadership is vital in achieving successful schools and colleges. The Commonwealth Secretariat, 1996, states that, "the head plays the most crucial role in ensuring school effectiveness." Similarly, the National College for School Leadership, 2001, refers to the pivotal role of effective leadership in securing high quality

provision and high standards. There is convincing evidence that successful leaders focus most strongly on motivating and developing people rather than establishing and maintaining systems and structures. The latter is important but should always be a second-order priority. In education, as in many other settings, people are most likely to show commitment if they are valued by those who have responsibility for them.

Harris, 2002, reports on a particular issues faced by the leaders of schools in challenging circumstances in England. She conducted a research with ten schools that were showing evidence of school improvement. Her findings provide valuable evidence about the nature of successful leadership in such schools. The main features of such leadership were: Vision and Values – it is an alignment to a shared set of values and a vision, built around these core values that were communicated to staff and students; Distributing Leadership - Harris points to a shift from autocratic styles of leadership to a greater focus on teams and distributed leadership as the schools improved; Investing in Staff Development - These heads invested in staff development as a means of maintaining staff morale and motivation as well as improving their capacity; Relationships - These heads were perceived to be good at developing and maintaining relationships with staff, students and parents. They placed an emphasis on people not systems and invited others to lead; Community-Building - These heads emphasized the need to establish the interconnectedness of home, school and community, aware that forces within the community impeded learning. Their leadership involved managing both internal and external environments.

Harris, 2002, concludes that these successful leaders displayed people-centered qualities and skills: The context in which people work and learn together is where they construct and refine meaning leading to a shared purpose or set of goals. These dimensions of successful leadership could arguably be applied to schools in any situation. The distinguishing feature is the recognition that leaders' approaches have to be tailored to the specific needs of the school and the context in which it operates.

Dasilao, 2002, in her dissertation on the management functions and skills as elemental to effective administration of secondary schools, she described it by using qualitative research method. She used interview based on a guide duly validated, did an observation through regular visits to the 6 case schools in the Division of Iloilo. Her findings said, in planning, plans were made on what organization can do, not on what they have done. In organizing, cooperation among personnel made work easy. In staffing, the acquisition of skilled and talented personnel is a great help to the effectiveness of the schools. In directing, decentralized checking of work done regularly proved to be effective. In coordinating, work need not only be delegated, they had to be followed up. In reporting, functional management information provided needed feedback about the school and in budgeting, schools need not only rely on fund allocation of the government. In technical skills, basic abilities on performing the management functions are a must for effectiveness. In interpersonal skills, a principal who is accepted by the community can work harmoniously with his people. In conceptual skills, an understanding on how work should be done help make a school effective. Mayani, 1994, made a study on principal's management skills, task performance and school effectiveness. It was found out that principal's

managerial skills such as technical skills, human skills and conceptual skills significantly affect school effectiveness.

People have heard a lot about how to become an effective principal/manager/leader. So many skills mentioned, qualities suggested so that model for a good principal will come to focus. However, in all of these, one thing is to be noted: we have to look at the whole person of a leader, not just on what one can do or accomplish. As the saying goes, “you cannot give what you do not have”, in terms of teaching, this is very true but I think this can also be applied to leadership. How can a leader assume such role when he has no idea what is it all about? It will boil down to how prepared our leaders are in the task given them. Although leadership can be crafted and develop but still some are born to be leaders and some are not. It is the duty of the school heads to make leaders out of their subordinates.

Through the centuries, a lot of studies on leadership and skills of good leaders have surfaced. Quite a number of these studies were attempts to define educational leadership and all its elements and areas. In all these past studies and in this present one, it was revealed that school principals must be a well-rounded person with knowledge on the human psyche and knows how to behave at a given time and situation and an expert nonetheless on the in and out of teaching and learning. More so principal should be a team builder who can inspire a diverse group of professionals to cooperate and possesses leadership vision and strategic planning skills needed to answer the challenges of the 21st century education.

The leadership skills of school principals focused on this study mentioned about human, technical and conceptual skills of a leader. In this study I can say that no matter how many decades have past, the elements needed for good leadership remains the same. We all need a heart to understand the processes of human psyche so we could relate harmoniously with people under our care. We need to have a head that can process given data and come up with a solution for every concepts made. We need to have a hand that can facilitate and manipulate gadgets for better outputs and creative outcomes.

The supervisory functions highlighted in the study are solely for teaching and learning processes and developments that are taking place in an educational institution. Indeed, as school principal, concerns on the developments of curriculum, instruction, faculty, research and school and community relations are a priority. A school principal cannot just brush aside one function from the other. All functions are equally important in making the school a high performing one.

RVM schools being a Catholic school has always been guided by the values of the Gospel and a vision that is encompassing and universal: fullness of life and total transformation of the world. The vision mission of the school is always made known to the whole academic community with the leadership of the school head/principal and is now on the process of internalization and application to Christian living. As the school invests in the development of human and material resources, part of the development process is the delegation of responsibility to competent personnel. Relationship in all levels are being established and

nourished too by activities that can bind both the academic community and the larger community. Indeed, effective school leadership needs a balance between taking care of the people in the organization and the leaders' expertise on how these people can be channels of God's grace as each one expresses one's potentials and giftedness at the service of building God's kingdom in the education ministry.

If we are to contribute in the development of principals in our own school institutions, it is important to know the level of leadership skills and supervisory functions our principals have so that authentic and functional enhancement program will effect change and therefore bring about excellent performance and raising the bar for school quality assurance.

CHAPTER 3

METHODOLOGY

This chapter presents the research design, participants of the study, profile of the participants, data gathering instrument and procedures and the data analysis procedure.

3. 1 Research Design

The study adopted the descriptive development method of research specifically the use of survey. Descriptive research method involves the description, recording, analysis, and interpretation of the present nature, composition or processes of phenomena. As defined by Sevilla et, al.,1992, descriptive research is a method of gathering information of the present existing conditions. It concerns collection of data in order to test hypothesis involving the current status of the subject of the study.

According to Cohen, 1998, survey is the most commonly used descriptive method where data are gathered at a particular point in time with the intention of describing the true nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

The present study is descriptive in nature because this attempted to determine the level of leadership skills and supervisory functions of RVM school principals of the Visayas region.

The results of the analysis of the data gathered through the survey were used as inputs in developing the proposed strategic plan.

3. 2 Participants of the Study

There are twelve (12) RVM schools in the Visayas region. Only nine schools have been selected for this study. Two colleges and one secondary school were no longer included. These schools have been purposively selected because of its significance and contribution in the study and due to the difficulty in the geographical location and distance of one school from the other within the region and the unexpected destruction and re-organization to some prospective schools brought about by the super typhoon Yolanda. Out of these nine schools, three are PAASCU accredited and six are all ESC Certified Schools. The RVM schools in the Visayas region are mostly small in population and its enrolment ranges only from 350 to 500 students.

Respondents to this study consisted of nine (9) principals in nine (9) selected RVM schools in the Visayas region, and ninety (90) academic / subject coordinators and teachers of these schools. The ninety nine (99) participants were drawn purposively from the nine (9) participating schools in the Visayas region.

The table below shows the distribution of participants from each of the participating schools.

Table A –Distribution of Participants

Participating School	Number of Principals		Number of Academic/ Subject Coordinator	Number of Teacher Evaluators	Total Number of Respondents
St. Mary's Academy, Guiuan, E. Samar	1		1	9	10
Holy Cross Academy, Oras, E. Samar	1		1	9	10
Our Lady of Fatima Academy, Gen. MacArthur, E. Samar	1			10	10
St. Mary's Academy, San Nicolas, Cebu City	1		1	9	10
St. Mary's Academy, Dalaguete, Cebu	1		1	9	10
St. Mary's Academy, Oslob, Cebu	1			10	10
St. Anthony Academy Tuburan, Cebu	1			10	10
St. Mary's Academy, Roxas, Capiz City	1		1	9	10
Infant King Academy, Jimalalud, Negros Oriental	1			10	10
Nine (9) Schools	9		5	85	90

Profile of Participants

The survey gathered the profile of both the principals and the subject/academic coordinators and teachers participants. According to the data of Table 1-A, the profile of participants based on age are as follows: 42 of the 99 total participants belong to ages between 20 to 25, likewise twenty two (22) of the them have an age between 26 to 30, while 15 of them with an age ranging from 31 to 35, 6 has an age from 36 to 40, 7 has an age between 41 to 45 and 7 of them with an age from 46 and above. Table 1-B shows the profile of participants according to gender. There are 30 male participants and 69 females. In Table 1-C, it shows the participants according to civil status. 68 out of 99 participants are single and 31 are married. It is to note that all the nine (9) principals considered themselves single since they are religious sisters. Table 1-D shows the participants in terms of their highest educational attainment. Most of the teachers, 62 of them are Bachelor's degree holder. 24 teachers and 4 principals are Bachelor's degree holder with units in Master's Degree, 4 principals and 4 teachers are already Master's Degree holders and 1 principal is now holding a Doctoral degree.

In terms of work experience, Table 1-E spells out the profile of the participants with their years of service as teacher and as principal. Four (4) principals and 65 teachers are new to the field since they have been working for one year to five years only while 2 principals and 13 teachers have been in the education ministry for 6 to 10 years now. 2 principals and 4 teachers have been in the school for 11 to 15 years, 1 principal and 2 teachers are now in their 16 to 20 years of work experience, 3 teachers have now serve the school for 21 to 25 years, 1 teacher has a work experience of 26 to 30 years and 2 teachers with 31 to 35 years of work experience.

Principals have been profiled according to the number of teachers being supervised. Table 1-E says, that 6 principals supervises 20 and below teachers and staff whereas 3 of them supervises 21 to 40 personnel. Table 1-G shows the profile of participants according to government examinations passed. 2 principals and 85 teachers have passed the licensure examination for teachers and 4 teachers passed the Career Service exam. The table shows that only 2 principals have undergone government exams. Since the principals are sisters perhaps their Bachelor degrees may not be related to teaching, the reason why they opted not to answer the particular item. The participants' profile as regards the school where they graduated from college is showed in Table 1-H. According to Table 1-H, 63 of the participants graduated college from public schools while 36 of them from private schools. Table 1-I shows the profile of principals according to their membership in an organization. 1 principal is a member of a school level organization, 6 of them are members of the national level organization and 2 are members of other organizations. Principal participants of this study have been profiled too according to honors and awards received. Table 1-J shows that 9 principals have received academic awards and 1 of them also received a service award.

3. 3 Research Instrument

The main data gathering instrument used in this research was the survey questionnaire adapted from the study of Ocampo, 2005, to measure the level of leadership skills and supervisory functions of principals of the RVM schools in the Visayas Region.

There were two instruments used in this study. The first instrument was for the principal which contain two parts. Part I contained among others the profile of the participants. Part II

was used to measure the leadership skills and supervisory functions of principals. The second instruments were intended for the teachers and subject/academic coordinators. Part I determined the profile of the participants while Part II assessed the level of leadership skills and supervisory functions of principals.

The responses which determine the level of the principal's Leadership Skills and Supervisory Functions were coded as follows:

Legend for Descriptive Rating

Numerical	Range	Rating
5	4.50 – 5.00	Very High
4	3.50 – 4.49	High
3	2.50 – 3.49	Moderate
2	1.50 – 2.49	Low
1	1.00 – 1.49	Very Low

The Likert Scale was utilized in rating each item with the following scale interpretation:

- 5 – Very High (VH) means that the provision is extensive and functioning with very high manifestation
- 4 – High (H) means that the provision and condition is extensive and functioning very well
- 3 – Moderate (M) means that the provision and condition is extensive and functioning well
- 2 – Low (L) means that either the provisions and condition is extensive and functioning poorly or limited in extent and functioning well
- 1 – Very Low (VL) means that the provision and condition is limited in extent and very low

All the tables presented in Chapter 4 made use of the following steps:

1. The Average Mean
2. On the basis of the mean of the 5 – pt. scale which is 3.0 above it means strengths of the participants. On the other hand, below it was their weakness.

3. 4 Data Gathering Procedure

The following procedures guided the researcher in the process of gathering the data:

1. A letter of request to permit the conduct of the study was sent to the RVM Superior General and Council thru the RVM-EMC chair, S. Ma. Marissa Viri, RVM and the RVM Visayas Superintendent, S. Ma. Fe Lagarto, RVM, to administer the questionnaires to the nine (9) selected RVM schools in the Visayas Region.
2. After the permission was granted, she then secured the permission of Dr. Jose M. Ocampo, Jr. to use his validated instrument in his study in 2005, to measure the level of leadership skills and supervisory functions of principals.
3. After obtaining the needed permission, the researcher reproduced the instrument according to the target number of respondents.
4. In one of the school principals' meeting with the RVM Regional Superintendent, the researcher was given the chance to talk about her study and the needed survey to be administered to principals, subject/academic coordinators and teachers. The

researcher then made a personal arrangement with the concerned principals regarding the schedules for the administration of the questionnaires. There were schools where the researcher herself gave the instruments to the respondents. In some instances, the principals' assistance was sought by the researcher in the administration of the questionnaires in their respective areas.

5. Retrieval of the accomplished questionnaires was made by way of mail courier from places like Roxas City and Negros Oriental. Other questionnaires were retrieved by the researcher herself from the schools located in Cebu City, Cebu Province and Eastern Samar Province.
6. An interview with some respondents was conducted relative to the data obtained from the questionnaire.

3. 5 Data Analysis

The following statistical tools were used to answer the problems:

Percentage. This was used to describe the population of the study and to describe the participants in terms of personal profile to determine the frequency to a given indicator.

Frequency. This was used to determine how after each score occurs in each indicator of the leadership skills and supervisory functions.

Mean. This was used to determine the set of scores in each indicator of the leadership skills and supervisory functions. It will be done by adding the scores and dividing the sum by the total number of scores.

Weighted Mean. This was used to determine the average mean of two or more groups and to determine too, the rank of the given indicators in each component of the leadership skills and supervisory functions. To get the weighted mean, the sum for each group will be computed and then will be added before dividing the sum by the total number of respondents.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the quantitative data obtained from the study. Analysis and interpretation of this data were done using the inductive reasoning. Quantitative analysis made use of data taken from the nine (9) principals and the 90 academic / subject coordinators and teachers from nine (9) selected RVM schools in the Visayas region.

Problem # 1

Perceived levels of leadership skills of principals in the RVM schools in the Visayas Region

1.1 Human Skills

Table 1.1 shows the result of the survey on human skills given to the principals themselves and teachers, subject/academic coordinators on the human skills of the principals. It tells that the principals were rated high with a mean score of 3.89 (H) on the 5 indicators as rated by the principals themselves, 4.02 (H) as rated by the teachers, subject/academic coordinators, and 4.00 (H) as the overall mean score. *Showing positive disposition to promote growth and sharing constructive feedbacks, personal feelings, beliefs and work productively in groups* gained a mean score of 4.10 and 4.08 respectively. It is always expected in a school principal to promote growth more so with a religious sister principal. As much as possible as a school leader one should have a positive disposition able to influence people by sharing constructive feedbacks instead of criticism that will lead to discouragement and low esteem.

TABLE 1.1**Mean Scores Showing the Level of Leadership Skills of Principals on Human Skills**

Indicators		Principal N - 9		Teachers, S/A Coor N - 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Shows positive disposition to promote growth	3.88	H	4.12	H	4.10	H
2	Inspires teachers to love their work by being a good model	3.78	H	4.01	H	3.99	H
3	Makes teachers feel they are useful and important at work	4.00	H	3.99	H	3.99	H
4	Works through conflicts by listening to both sides and tactful when dealing with persons of different backgrounds and beliefs	3.78	H	3.87	H	3.86	H
5	Shares constructive feedbacks, personal feelings, beliefs and work productively in groups	4.00	H	4.09	H	4.08	H
OVERALL		3.89	H	4.02	H	4.00	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

Dasilao, 2002, in her dissertation on the management functions and skills as elemental to effective administration concluded that in interpersonal or human skills, a principal who is accepted by the community can work harmoniously with his people. Reece, Brandt, Howie, 2011, said that human relations and interpersonal communication skills are essential to working effectively in an organization. Personality conflicts or communication interference causes friction between people which can drastically reduce productivity. In the 21st century learning, one of the skills needed by our students is life and career skills, which include flexibility and adaptability, self-direction, teamwork, appreciation of diversity, accountability and leadership. If this is now the skill expected for our students in today's education, then principals and

teachers ought to know and acquire these skills to be relevant and effective. It is a must that principals develop or possess a high amount of human relation skills in dealing with people. A school leader is a figure that offers hope, encourages growth and initiates positive change in the school.

On the interviews with principals, some of them feel that at times they can be one sided when dealing with conflicts. Their admittance to this particular weakness confirms the result of the survey which ranks the lowest, got a mean score of 3.86, *works through conflicts by listening to both sides and tactful when dealing with persons of different backgrounds and beliefs*. As religious sisters, one of the realities in their lives is their transitory existence in a particular place and work. Coming from different backgrounds, customs and beliefs, they may be assigned to a place with seemingly different realities and adjustment is in wanting. Sometimes even language can be a barrier in building relationship much more with its meaning and interpretation for a certain phrase or words. This happens with the different cultures, dialects and way of life that is prevalent in every locality or region in the country. The more the school religious principals exert effort in being mindful of this reality.

Ocampo, 2005, said that principals and teachers differ in their perceptions about how school leaders would work through conflicts by way of exhibiting skills through listening. Listening is not a leader's privilege, but a responsibility toward his members. Since communication is no doubt essential especially when dealing with people of different beliefs and cultures, principals have no time to please, but sharpen their listening and questioning skills. Fritz, 1995, shares his view that of all the things man wears; his expression is the most

important. Communication is the element that can make or break a relationship. One's progress as a manager can hinge on his vital ingredient even if he is generally effective in other areas of management, Ocampo, 2005.

1.2 Technical Skills

In Table 1.2 it shows the results of the survey under technical skills given to the principals themselves and to the teachers, subject/academic coordinators on the technical skills of the principals. The principals were rated high on technical skills with a mean score of 3.82 (H) on the 5 indicators as rated by the principals themselves, 3.98 (H) as rated by the teachers, subject/academic coordinators and 3.98 (H) as the overall mean score. *Sets the academic tone and hires, evaluates and helps improve skills of teachers and staff*, this indicator ranks the first with a mean score of 4.05. One of the main works of school principals is to sets the academic tone and exhausts all means to improve skills of both teachers and students to meet quality education. Fritz, 1995, cites that top management executives, like the case of school principals, planning for the future is a top priority to them. They must be concerned in setting the climate for effective interpersonal relationships. In the case of the RVM Education ministry, this particular skill of the principal is being honed and sharpened year in and year out especially during Board of Trustees meeting when everything that concerns the school is being discussed thoroughly and decided upon with intelligence and good judgment. With the vision and mission in place, the board sets the direction and thrusts of the ministry for the year or the next years to come. In all RVM schools, the principal holds the position of a president in the Board of Trustees organization.

TABLE I. 2

Mean Scores Showing the Level of Leadership Skills of Principals on Technical Skills

Indicators		Principal N - 9		Teachers, S/A Coor N – 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Confers with staff to advise, explain or answer procedural questions	4.00	H	4.00	H	4.00	H
2	Uses clear objective guidelines for teacher appraisals, promotion based on performance ratings.	3.89	H	4.02	H	4.01	H
3	Familiar with computer technology to gather information and share or impart technical resources to teachers and students	3.78	H	3.98	H	3.96	H
4	Sets the academic tone and hires, evaluates and helps improve skills of teachers and staff	3.89	H	4.06	H	4.05	H
5	Prepares reports on various subjects, including finances and attendance and oversees the requisition and allocation of supplies	3.56	H	3.84	H	3.82	H
OVERALL		3.82	H	3.98	H	3.98	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

Indicator # 5, *prepares reports on various subjects, including finances and attendance and oversees the requisition and allocation of supplies*, got the lowest mean score of 3.82 and indicator # 3, *familiar with computer technology to gather information and share or impart technical resources to teachers and students*, got the second to the lowest with a mean score of 3.96. While it is true that preparing reports like finances, attendance and the overseeing of the requisition and allocation of supplies should be the look out of the school principal, in the RVM school set up, these works fall under the office of the finance or treasurer. Perhaps this is the reason why the indicator was rated lower than the rest.

In the 21st century education, one of the skills needed by our students is information, media and technology skills, which involve using, managing and evaluating information from digital technology and communication tools. According to Dasilao, 2002, in her dissertation on management functions and skills as elemental to effective administration; technical skills and basic abilities on performing the management functions are a must for effectiveness. School leaders should use programs in the computer or search the internet to look for instructional materials and share them with their teachers, Ocampo, 2005. As principals one should know and acquire an amount of skill in the information, media and technology to ensure that students too will emerge from the school equipped and trained for such a demand in the world today. On interviews with principals, one principal admitted that at times she finds it hard to equip herself with the latest know how in manipulating technology especially in gathering important information. Overseeing and allocating of supplies is left to the office of the treasurer more than as an additional concern of the principal, but still some principals deal with it as part of their work.

1.3 Conceptual Skills

Table 1.3 shows the results of the survey under conceptual skills given to the principals themselves and teachers, subject/academic coordinators on the conceptual skills of the principals. The principals were rated high on the conceptual skills with a mean score of 3.73 (H) on the 5 indicators as rated by the principals themselves, 3.99 (H) as rated by the teachers, subject/academic coordinators and 3.97 (H) as the overall mean score. Indicator # 3, *creates*

and sustains a competitive school atmosphere, ranks the highest among the five listed indicators with a 4.03 mean score. RVM school principals are indeed tasked to aim high and make the school competitive bringing about transformative quality Ignacian-Marian education thru enhanced teaching-learning strategies, enriched and dynamic value-laden curriculum, holistic development of students and provision of a safe, efficient and effective learning environment, Ocampo, 2005. Principals and teachers must be right in asserting that school leaders should cater to institutions for learning as a wholesome learning environment. Indicator # 2, *develops people through intellectual stimulation, providing support and being an appropriate model*, ranks the lowest among all the indicators.

TABLE I. 3

Mean Scores Showing the Level of Leadership Skills of Principals on Conceptual Skills

Indicators		Principal N - 9		Teachers, S/A Coor N – 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Exercises the autonomy and authority to pursue brainchild strategies, ideas and innovations	3.78	H	3.96	H	3.94	H
2	Develops people through intellectual stimulation, providing support and being an appropriate model	3.78	H	3.93	H	3.92	H
3	Creates and sustains a competitive school atmosphere	3.78	H	4.06	H	4.03	H
4	Develops and executes strategic plans	3.44	M	3.99	H	3.94	H
5	Manages the organization into a safe, efficient and effective learning environment	3.89	H	4.01	H	4.00	H
OVERALL		3.73	H	3.99	H	3.97	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

Learning and Innovation Skills which include creativity, critical thinking, communication and collaboration is one of the 21st century skills our students ought to develop. According to Dasilao, 2002, study on management functions and skills as elemental to effective administration, described conceptual skills as understanding how work should be done and having this skill helps make a school effective. Based on the interviews of some principals, some of them admitted that they are not really that good in developing strategic plans, more so in executing one. While the teachers and subject/academic coordinators rated the principals a bit higher compared to the rating of the principals themselves, the admittance of the principals confirmed their given rate. Conceptual skills of principals must not be taken for granted. In a learning institution like schools, plans, innovations and creativity are expected. Hence, the need to equip one with the challenges posed by the 21st century educational set up.

Problem # 2

Perceived level of supervisory functions of principals in the RVM schools in the Visayas Region

2.1 Curriculum Development

Table 2.1 shows the results of the survey on the supervisory functions under curriculum development given to the principals themselves and teachers, subject/academic coordinators on the supervisory functions of the principals under curriculum development. In this component the principals were rated high with a mean score of 3.44 (M) on the 7 indicators as rated by the principals themselves, 3.93 (H) as rated by the teachers, subject/academic coordinators and 3.88

(H) as the overall mean score. However, there are items which were rated moderate by the principals themselves while teachers and subject/academic coordinators rated them very good. *Evaluates areas in the curriculum which needs improvement* got a mean score of 4.02 which ranks as the highest indicator from the seven other indicators. Ocampo, 2005, states that expectedly principals are often considered superior in this aspect for curriculum itself almost represents formal education. Many principals have held previous teaching positions before moving into administration. Aitken, 1995, confides that the principal's knowledge of curriculum enables him to lead by example in this area. He leads and contributes to staff meetings where there is a particular focus; he works with teachers in classrooms; and he is often involved in syndicate planning of thematic studies. Because his knowledge is thorough and his participation evident, the staff commend on their willingness to involve him in their class programs and to share difficulties that they may have encountered, Ocampo, 2005.

One task that a principal should be well of is the development of curriculum. While it is true that the RVM Education System is using a unified curriculum based on DepEd learning competencies and RVM education engineered curriculum; principals should be knowledgeable of this because much of the success of its implementation will depend on the individual schools and their leaders. It is to note that from the seven indicators under curriculum development, four of these were rated lower by the principals themselves; whereas the subject/academic coordinators and teachers rated them high. On the interview with principals, they really acknowledged their limitations in terms of curriculum enrichment. They feel they are inadequate when it comes to curriculum development especially with this new K to 12

curriculum. The indicator that was rated only with 2.78 mean score by the principals themselves was on *conducting action research for enriching curriculum*.

TABLE 2.1
**Mean Scores Showing the Level of Supervisory Functions of Principals
on Curriculum Development**

Indicators		Principal N - 9		Teachers, S/A Coor N – 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Manifests knowledge of curriculum content	3.44	M	4.7	H	4.01	H
2	Enriches curriculum materials (e.g. test item-item building multi-level materials, resource units and model lesson)	3.44	M	4.00	H	3.95	H
3	Evaluates areas in the curriculum which needs improvement	3.67	H	4.06	H	4.02	H
4	Enriches the curriculum through co-curricular activities	3.89	H	3.92	H	3.92	H
5	Conducts action research for enriching the curriculum	2.78	M	3.66	H	3.58	H
6	Recommends correction noted in the deficiencies in the curriculum	3.22	M	3.800	H	3.75	H
7	Recommends textbooks and references, materials and manuals to enrich curricular content-knowledge competencies of teachers	3.67	H	4.00	H	3.97	H
OVERALL		3.44	M	3.93	H	3.88	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

In the study of Trongco, 2003, concerning development and validation of a primer about managerial skills on empowerment for school managers through quality circles, it was found out that the manager seldom conduct action research to enrich the curriculum, as expected by the supervisors and teachers. The RVM school principals especially those assigned in small

schools and remote places in the provinces and are not yet ready for any accreditation endeavor except to pass the ESC Participating Schools quality requirements, therefore, are not so much concern with research outputs. Their main concern is how to meet the basic needs of education and school operation, re: salary requirements for personnel as provided by the law, physical plant and facilities and the implementation of the given curriculum from DepEd and RVM Education Ministry.

2.2 Instructional Development

Table 2.2 illustrates the results of the survey on the supervisory functions under instructional development given to the principals themselves and teachers, subject/academic coordinators on the supervisory functions of the principals under instructional development. It shows that the principals were rated high with a mean score of 3.64 (H) on the 29 indicators as rated by the principals themselves, 3.94 (H) as rated by the teachers, subject/academic coordinators and 3.91 (H) as the overall mean score.

Indicator # 15 got the highest mean score with 4.16 and it is about recommending teachers to use varied instructional materials. Also in the table above, there were items under instructional development that were rated only as moderate by the principals themselves like developing variety of test materials and utilizing it to enrich instruction, reproducing and evaluating instructional materials, developing lesson plans and other materials like modules to enhance teachers' resourcefulness and creativity, conducting surprise on the spot tests on academic subjects and assessing pupils' proficiency. Therefore, the result of the survey concludes that perhaps principals though are high in recommending teachers to use varied

instructional materials, the important elements under instructional development which are developing, production and evaluation of instructional materials and conducting spot tests on academic subjects have not been given attention to. This was confirmed during the interview when some principals admitted their lacks on the above mentioned skills.

TABLE 2.2
**Mean Scores Showing the Level of Supervisory Functions of Principals
on Instructional Development**

Indicators		Principal N - 9		Teachers, S/A Coor N – 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Undertakes screening for proper grade/ year/section of students to different sections	3.67	H	3.77	H	3.76	H
2	Organizes class sessions of teachers with flexibility considering constraints such as floods, etc.	3.56	M	3.72	H	3.70	H
3	Develops variety of tests materials among teachers to evaluate pupils, teachers' progress or performance	3.33	M	3.81	H	3.77	H
4	Monitors pupils' performance and design remedial classes	3.78	H	3.96	H	3.93	H
5	Evaluates data obtained from test- instruments for remediation	3.67	H	3.73	H	3.73	H
6	Procures essential instructional materials such as books, tools and equipment to enhance classroom instruction and effective teaching – learning	3.67	H	4.07	H	4.03	H
7	Designs classrooms with provisions on the peculiar needs of the pupils such as class size, creativity, structure classrooms according to pupils needs, etc.	3.67	H	3.98	H	3.95	H
8	Develops lesson plans and other instructional materials such as modules to enhance teachers' resourcefulness and creativity	3.22	M	3.88	H	3.81	H
9	Observes classes on a regular basis	3.67	H	3.90	H	3.88	H
10	Schedules teachers to demonstrate teaching	3.67	H	4.09	H	4.05	H
11	Checks and evaluates lessons plans	3.56	G	4.02	H	3.98	H

12	Monitors and evaluates remedial lessons for slow learners	3.56	H	3.78	H	3.76	H
13	Includes enrichment lessons for fast learners	3.67	H	3.64	H	3.65	H
14	Evaluates instructional materials	3.44	M	3.92	H	3.88	H
15	Recommends teachers to use varied instructional materials	4.00	H	4.18	H	4.16	H
16	Reproduces instructional materials	3.33	M	3.93	H	3.88	H
17	Procures relevant books for the library	3.78	H	4.09	H	4.06	H
18	Monitors pupils' learning outcomes (e.g. periodic evaluation of pupils' achievement) per grading period	3.78	H	4.14	H	4.11	H
19	Conducts surprise on the spot tests on the academic subjects	3.00	M	3.60	H	3.54	H
20	Assesses pupils' proficiency level (e.g. through performance tools and other psychological instruments and tests	3.44	M	3.71	H	3.69	H
21	Uses test results to evaluate strengths and weakness of the pupils	4.00	H	3.97	H	3.97	H
22	Sees that varieties of tests (e.g. standardized tests, teacher-made tests, etc.) are utilized to enrich instruction	3.44	M	3.93	H	3.89	H
23	Trains teachers on workable principles of learning effective approaches and strategies with efficient management of teaching- learning activities	3.67	H	4.08	H	4.04	H
24	Sees to it that evaluation of instructional activities is based on clear aims and objectives	3.78	H	4.04	H	4.02	H
25	Motivates teachers and students towards quality of instruction by giving encouragement/recognition for academic achievement	4.11	H	4.13	H	4.13	H
26	Sees to it that variety of methods and techniques is used in instruction	4.00	H	4.04	H	4.04	H
27	Monitors the use of the library and media resources for enriching individual and group research studies	3.67	H	4.06	H	4.02	H
28	Considers individual differences in teaching and varied activities are provided to develop pupils' potentials, leadership and fellowship activities	3.56	H	4.02	H	3.98	H
29	Sees to it that instructional activities show systematic organization, implementation and evaluation	4.00	H	4.02	H	4.02	H
OVERALL		3.64	H	3.94	H	3.91	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

Edwards, 1992, admits that principals are tasked to supervise teachers, support staff, counselors, librarians, coaches and others. They are the ones responsible for setting the academic tone and indeed, evaluate and help improve the skills of the teachers and other staff. They develop academic programs; monitor students' educational progress; train and motivate teachers and staff; manage guidance and other student services; administer record keeping; prepare budgets; handle relations with parents, prospective and current students, employees and the community; and perform many related duties. They actively work hand in hand with teachers to develop and maintain high curricular standards; enhance mission statements and set performance goals and objectives, Ocampo, 2005. Is it not that the huge work of the principals can be exhausting and can consume one's energy? Yet, that is what is expected of them. By all means, the RVM school principals need to sharpen their skills on supervising instruction with excellence by employing varied materials suited for today's 21st century students so that the school will continue to be relevant and effective in today's milieu.

2.3 Faculty Development

Table 2.3 depicts the result of the survey on the supervisory functions under faculty development given to the principals themselves and teachers, subject/academic coordinators on the supervisory functions of the principals under faculty development. It shows that the principals were rated high with a mean score of 3.89 (H) on the 12 indicators as rated by the principals themselves, 4.04 (H) as rated by the teachers, subject/academic coordinators and 4.02 (H) as the overall mean score. *Orients and assigns teachers as leaders/facilitators, chairs or members of committee programs* ranks as the highest indicator, rated with 4.20 mean score.

TABLE 2.3
Mean Scores Showing the Level of Supervisory Functions of Principals on
Faculty Development

Indicators		Principal N - 9		Teachers, S/A Coor N – 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Undertakes an assessment and brain- storming on the training needs of teachers	3.67	H	3.81	H	3.80	H
2	Conducts in-service training on the needs of the teachers	3.78	H	4.2	H	4.00	H
3	Conducts seminar-workshop on the development on instructional aids, self-education, long distance learning, scholarship grants, etc.	3.33	M	4.04	H	3.98	H
4	Provides equal opportunities for teachers to participate in professional growth and advancement programs for teachers in the division, regional and national level	3.89	H	4.04	H	4.03	H
5	Implements school-based training programs for teachers	4.00	H	4.00	H	4.00	H
6	Conducts performance evaluation of teachers and identify work areas as necessary inputs for training programs	3.56	H	3.93	H	3.90	H
7	Encourages teachers to pursue formal advance schooling (e.g. graduate courses for professional growth	3.89	H	3.99	H	3.98	H
8	Provides opportunities for teachers' professional growth and advancement (e.g. sending teachers to seminar-workshops, conferences and in-service training programs)	4.22	H	4.12	H	4.13	H
9	Encourages teachers to discuss professional ideas themselves	3.89	H	4.03	H	4.02	H
10	Orients and assigns teachers as leaders/facilitators, chairs or members of committee programs	4.22	H	4.20	H	4.20	H
11	Orients teachers about new developments in education	4.00	H	4.08	H	4.08	H
12	Conducts performance evaluations for teachers	4.22	H	4.16	H	4.16	H
OVERALL		3.89	H	4.04	H	4.02	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

Trongco's, 2003, research findings entail that the participants in the quality circles agree to the fact that a manager who is highly skillful in tapping and developing the professional capabilities of his people produces the desired level of work performance. An outstanding school manager should frequently and spontaneously coach others especially teachers; provide honest feedback and assistance with tasks and where appropriate, provide clear development opportunities, promotions and transfers to develop their competencies. The RVM school principals recognizes the personnel's capacities to become leaders by tapping God given talents and gifts in the building of God's kingdom through the education ministry.

Indicator # 1 which states as follows, *undertakes an assessment and brainstorming on the training needs of teachers* ranks the lowest in the 12 indicators with a mean score of 3.80. Although the school principals were described as high and functioning very well with regard to orienting and assigning teachers as leaders, facilitators or chairs, they should make a conscious effort to undertake an assessment and brainstorm the needs of the teachers even before formulating the faculty development plan or organizing programs for the faculty. They can even extend as formulating a career path for the teachers and staff especially with the demands of the K to 12 curriculum preparations for personnel.

Flowers, 1998, believes that the people perform well when their needs regarding staff development are supported. Trongco, 2003, in her research findings says that the continuous in-service faculty and staff development activities are appropriate initiatives that heighten the work competencies of the teachers in particular; however the teachers noted that their administrators seldom undertake training needs assessment. Similarly, they conducted trainings

that rarely respond to the actual needs of the teachers. These findings imply that the managers are very stingy in giving importance in assessing the actual needs of the teachers. As a result, the degree of the functionality of the in-service training activities will only be observed at a minimum level.

According to Dr. Trongco, 2003, it is a common phenomenon in schools where the school head or principal decides on what seminars, trainings, workshops will be given to teachers and staff without even checking through consultation and assessment the prevailing needs and dreams they have as part of the working force in the institution. Same observation has been made by the researcher since the customary designing of a development plan for school administrators and principals by the Regional or National head which maybe according to their judgments are the felt needs and desires of the people under them as regards the task they do in the ministry is still happening. Indeed, it is fitting that before the creation of a development, enhancement or strategic plan, there should be a full grasp of the authentic needs that had been identified and defined by the people under their responsibility.

2.4 Educational Research Development

Table 2.4 portrays the results of the survey on the supervisory functions under educational research development given to the principals themselves and teachers, subject/academic coordinators on the supervisory functions of the principals under educational research development. It shows that the principals were rated high with a mean score of 3.11 (M) on the 6 indicators as rated by the principals themselves, 3.79 (H) as rated by the teachers,

subject/academic coordinators and 3.73 (H) as the overall mean score. The table further shows that there are a lot of items that were rated high by the teachers and subject/academic coordinators and only rated moderate by the principals themselves. *Encourages teachers to become engaged in and responsible for problem solving and staff development* was considered to be the highest indicator under educational research development which only got a mean score of 3.92. The lowest rated indicator with 3.56 mean score is *providing necessary logistics to conduct classroom-based research*. Of the six indicators under this component, five of these were only rated as moderate by the principals. It shows that the school principals are aware of their status when it comes to this particular supervisory function which they are supposed to inculcate and given attention to, re: building a culture of research in the school where they are.

In the study of Trongco, 2003, concerning development and validation of a primer about managerial skills on empowerment for school managers through quality circles, it was found out that the managers seldom conduct action research to enrich the curriculum. The principals are not the only one perceived as weak in the area of research, but even teachers themselves. In providing necessary logistics to conduct classroom-based research, there are only a few school teachers who are oriented to do research. Somehow, the reason about this is that research assignment connotes additional load without remuneration and therefore, is an added stress to teachers. To address this problem, Kanter, et, al., suggest that teaching loads be decreased or tailored to accommodate research or creative projects. However, for the success of conducting a classroom-based research, Asoy, 2003, comments that the effective instructional activities are not only a result of teachers' instructional competencies blended with the adequacy of instructional supports. Aside from these, essential inputs should be provided to teachers

scientifically regarding problems which may affect their teaching efficiency. In view of the abovementioned thoughts, managers and other participants in her study believe that the school principal should be competent enough in providing the teachers with the technical know-how in undertaking an action research. This will consequently contribute in helping the teacher identify concrete factors which may affect their teaching performance and eventually the level of learning of the students. It was further analyzed that the principals seem to find it difficult to provide the essential technical assistance most probably because of their insufficient skills. Such deduction is substantiated by responses in her actual data like wanting opportunities for teachers to engage in systematic investigation and providing the guidance teachers in proper undertaking of classroom-based research. Apparently, the desire of the school principals to completely support their teachers to undertake action research cannot be sustained because of their limited background knowledge and skill in the actual process of undertaking action research, Ocampo, 2005.

The circumstance that is bringing about the less performance or non-compliance of the indicators under this component on educational research development, a supposedly supervisory skill of the principal, is well elaborated in the above statements and analysis. The researcher strongly agrees to these findings as it also speaks of the dilemma the RVM school principals are facing. Based on the interview with principals, most of them expressed feeling at a loss when it comes to creating a culture of research and on the technical knowledge on the research process.

TABLE 2.4

Mean Scores Showing the Level of Supervisory Functions of Principal on Educational Research Development

Indicators		Principal N - 9		Teachers, S/A Coor N – 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Invigorates teachers by linking them with vital sources of knowledge and research from various sources	3.22	M	3.82	H	3.77	H
2	Encourages teachers to investigate and challenge the organizational structures of the school which lead to more innovative and creative solutions to complex school and classrooms problems	3.33	M	3.81	H	3.77	H
3	Encourages teachers to become engaged in and responsible for problem solving and staff development	3.56	H	3.96	H	3.92	H
4	Motivates teachers to conduct classroom research by giving them proper guidance, ample time for work, monetary and non-monetary incentives	2.89	M	3.78	H	3.70	H
5	Provides necessary logistics to conduct classroom-based research	2.89	M	3.62	H	3.56	H
6	Sees to it that research outputs and results are properly disseminated, if not fully used to improve in academic services of the school	2.78	M	3.76	H	3.67	H
OVERALL		3.11	M	3.79	H	3.73	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

2.5 Parents, Teachers and Community Association Development

Table 2.5 shows the results of the survey on the supervisory functions under parents, teachers and community association development given to the principals themselves and teachers, subject/academic coordinators on the supervisory functions of the principals under parents, teachers and community association development. It spells out that the principals were

rated high with a mean score of 4.06 (H) on the 13 indicators as rated by the principals themselves, 4.12 (H) as rated by the teachers, subject/academic coordinators and 4.12 (H) as the overall mean score.

To reinforce networking supports, it is but expected that principals should maintain their healthy relationships with the parents-teachers-community sector. Mulford, 1992, points out that principals also meet and interact with other administrators, students, parents and representatives of community organizations because decision-making authority is increasingly shifting from district central offices to individual schools. Thus, parents, teachers and other members of the community play an important role in setting school policies and goals. Principals must pay attention to the concern of these groups when making administrative decisions.

In the table below, it shows that RVM school principals are very good in maintaining the school-community relations like orienting, establishing, organizing, conceptualizing, developing and supporting parents, teachers and community associations of the school. In fact, from among all the components of the supervisory functions of principals, this particular component is rated the highest. Robertson, 1991, explains the reason why principals have to impress the parents-teachers-community sector to the effect that, as school budget becomes tighter; many principals have become involved in public relations and fund raising to secure financial support for their schools from local businesses and community. This is very true with small RVM schools in the region. Due to meager income, school leaders resort to tapping alumni, parents and benevolent groups outside the school community to help them in the

development of the school especially in terms of physical plant and the provision of facilities and instructional related materials needed for better teaching-learning delivery.

TABLE 2.5

Mean Scores Showing the Level of Supervisory Functions of Principals on Parents, Teachers and Community Association Development

Indicators		Principal N - 9		Teachers, S/A Coor N – 90		Overall N - 99	
		Mean	VI	Mean	VI	Mean	VI
1	Establishes rapport with parents/ guardians of learners	4.22	H	4.16	H	4.16	H
2	Maintains rapport with local government units e. g. Barangay	4.00	H	3.80	H	3.82	H
3	Participates in the local activities of the community	4.22	H	4.07	H	4.08	H
4	Participates in the civil and social activities of the community	4.00	H	4.10	H	4.09	H
5	Supports Parents-Teachers-Community projects and programs	4.22	H	4.26	H	4.25	H
6	Organizes Parent-Teacher-Community Association	4.11	H	4.20	H	4.19	H
7	Orients parents on the school programs and projects	4.22	H	4.26	H	4.25	H
8	Conceptualizes plans with the PTCA/PTA on school improvement	4.22	H	4.23	H	4.23	H
9	Establishes and maintains linkages in the community by sectors	3.67	H	4.01	H	3.98	H
10	Confers with parents/guardians regarding their children's progress in school	4.00	H	4.19	H	4.17	H
11	Encourages PTCA/PTA participation in the implementation of school programs and projects	4.00	H	4.23	H	4.21	H
12	Generates maintenance of civic organizers for school's special services	3.56	H	3.96	H	3.91	H
13	Projects the school's good image and performance in the community by participating in community activities	4.33	H	4.21	H	4.22	H
OVERALL		4.06	H	4.12	H	4.12	H

Interpretation: 4.51-5.00 Very High 3.51- 4.50 High 2.51- 3.50 Moderate 1.51-2.50 Low 1.00-1.50 Very Low

Maintaining rapport with local government units ranked the lowest. It is important that school leaders continue to maintain the rapport with the local government units. Constant communication, participation and cooperation between the school administration and the communities surrounding the school are really of prime importance to ensure support, safety and security among students and the school academic community.

TABLE 2.6

Summary of the Mean Scores Showing the Level of Leadership Skills of Principals

Components		Teachers, Subject/Academic Coordinators		Principals	
		Mean	VI	Mean	VI
1	Human	4.02	H	3.89	H
2	Technical	3.98	H	3.82	H
3	Conceptual	3.99	H	3.73	H
OVERALL		3.99	H	3.81	H

Under table 2.6, 3.99 (H) is the overall rating of teachers, subject/academic coordinators on the human, technical and conceptual leadership skills of principals while the principals rated themselves 3.81 (H). Both the teachers, subject/academic coordinators and principals themselves rated the human, technical and conceptual leadership skills of the school principals as high. The principals were found to be high in the human, technical and conceptual skills of leadership however according to the researcher's observation and conclusion; they were not perfectly competent because they did not get a score of 5 in a 1-5 scale. Indicators that were

rated the lowest will be considered in the drafting of a strategic plan for the enhancement of their leadership skills.

TABLE 2.7

Summary of the Mean Scores Showing the Level of Supervisory Functions of Principals

Components		Teachers, Subject/Academic Coordinators		Principals	
		Mean	VI	Mean	VI
1	Curriculum Development	3.93	H	3.44	M
2	Instructional Development	3.94	H	3.64	H
3	Faculty Development	4.04	H	3.89	H
4	Educational Research Development	3.79	H	3.11	M
5	Parents, Teachers and Community Association	4.13	H	4.06	H
Overall		3.96	H	3.63	H

Table 2.7 shows the summary of the mean scores of the teachers, subject/academic coordinators and principal themselves on the different supervisory functions of principal. Under curriculum development, the principals rated themselves as moderate with a mean rating of 3.44 (M), whereas the teachers, subject/academic coordinators rated their principals as high with a mean rating of 3.93 (H). Under educational research development, the principals rated themselves moderate with a mean rating of 3.11 (M), whereas the teachers, subject/academic coordinators rated their principals as high with a mean rating of 3.79 (H). The rest of the supervisory functions of the principals have been perceived by both participants as high.

Seemingly from the outside, the principals are showing self-confidence and assertiveness in their responsibilities and roles as principals considering the rating given them by the teachers, subject/academic coordinators, but deep within them, they feel the inadequacies and limitations or if not maybe they have set a higher standard for themselves, the reason why they rated themselves lower.

Problem # 3

Based on the findings of the study, what strategic plan can be designed to enhance the leadership skills and supervisory functions of the school principals?

In the light of the findings of this study, the leadership skills and supervisory functions of the RVM school principals of the Visayas Region were assessed as high. However, the principals have not attained total quality assurance as gaps can be noted. Hence: Leadership skills of human, technical and conceptual and supervisory functions of curriculum development, instructional development, faculty development, educational research development and parents, teachers and community association development need to be further enhanced in order to attain total quality assurance.

A strategic plan is designed by the researcher which is based on the results of the study. It is the aim of this plan to enhance the leadership skills and supervisory functions of the RVM school principals in the Visayas Region.

This plan was presented to a group of school administrators in a focus group discussion. The researcher requested them to assess it. Table 2.8 below shows the result of the evaluation.

TABLE 2.8
Acceptability Test on Strategic Plan

COMPONENTS	MEAN	DESCRIPTION
A. LEADERSHIP SKILLS		
1. Human Skills	2.65	Very Acceptable
2. Technical Skills	2.65	Very Acceptable
3. Conceptual Skills	2.6	Very Acceptable
B. SUPERVISORY FUNCTIONS		
1. Curriculum Development	2.7	Very Acceptable
2. Instructional Development	2.8	Very Acceptable
3. Faculty Development	2.65	Very Acceptable
4. Educational Research Development	2.4	Acceptable
5. Parents, Teachers, Community	2.75	Very Acceptable
Association Development		

2.6 – 3.0 Very Acceptable 1.6 – 2.5 Acceptable 1.5 – 1 Not Acceptable

Evaluation of the Strategic Plan

The strategic plan developed by the researcher was evaluated by four (4) RVM school principals in the Region of Luzon to determine its acceptability. A three (3) point scale was used: 3 – very acceptable; 2 – acceptable; 1 – not acceptable. The areas evaluated included the following: Leadership Skills (Human, Technical, Conceptual); Supervisory Functions:

(Curriculum Development, Instructional Development, Faculty Development, Educational Research Development, Parents, Teachers and Community Association Development).

As shown on the table from the previous page, all components evaluated were rated Very Acceptable except on educational research development which was rated Acceptable, nonetheless the whole strategic plan was rated Very Acceptable by the middle administrators.

A PROPOSED STRATEGIC PLAN TO ENHANCE THE LEADERSHIP SKILLS AND
SUPERVISORY FUNCTIONS OF RVM SCHOOL PRINCIPALS
IN THE VISAYAS REGION

SY 2016 – 2019

By S. Ma. Josefina M. Cabrera, RVM

RATIONALE:

More than ever, in today's climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to negotiate the often-conflicting interests of parents, teachers, students, local government officials, union groups and they need to be sensitive to the widening range of student needs. They should possess the ability to orchestrate the talents of the teachers toward the attainment of the school goals.

The Religious of the Virgin Mary Education Ministry adheres to the total development of school principals, commits herself to the growth of people through varied programs. One of the key directions in the RVM 19th Ordinary General Chapter of 2011 under Education Ministry is the continuing development of human and material resources.

The result of this study on the Leadership Skills and Supervisory Functions of the RVM School Principals in the Visayas Region showed that human, technical and conceptual leadership skills of the principals though visibly evident and applied as it was rated “high” by the participants of this study, more still can be done to make it exceptional. Supervisory functions of principals particularly on instructional development, faculty development and parents, teachers and community association development were also rated “high” maybe because it is now being observed and implemented. But since total quality assurance and quality Ignacian Marian leadership is being expected from the principals, enhancement activities under these areas are included in the plan. Curriculum development and educational research development are areas in the supervisory functions of principals that were rated “moderate”, therefore activities/training aligned under these areas will be on a long term plan and require significant attention.

This strategic plan in place features significantly the performance indicator for every given strategy or activity. In the long run, principals will become person-oriented school heads, inspiring school personnel for affirmative and creative productivity, well-versed administrators adept with knowledge on finances, technology and legal issues, skilled principals able to direct teachers on curriculum, instruction, educational research and confident enough in facing issues

confronting parents, teachers, students, government officials and labor groups. Enhanced skills and functions of school leaders will eventually bring about improved students and teachers performance and therefore improved school performance.

VISION:

In our RVM Education Ministry, we witness to the loving compassion of Jesus, the Teacher. True to our Ignacian Marian identity, we empower and nurture learning communities towards ethical and corporate responsibility for inner and social transformation.

MISSION:

We commit ourselves to:

1. promote a culture of appreciation, support and harmony for our schools to be leaven of social transformation;
2. grow and discernment, interior freedom and ethical and corporate responsibility;
3. pursue constantly innovative programs, approaches and educational strategies to develop world-class professionals;
4. form Ignacian Marian leaders who witness to faith, excellence and service in varied socio-cultural settings;
5. build up resources and capabilities to sustain the ministry; and
6. intensify our educational thrust for the poor.

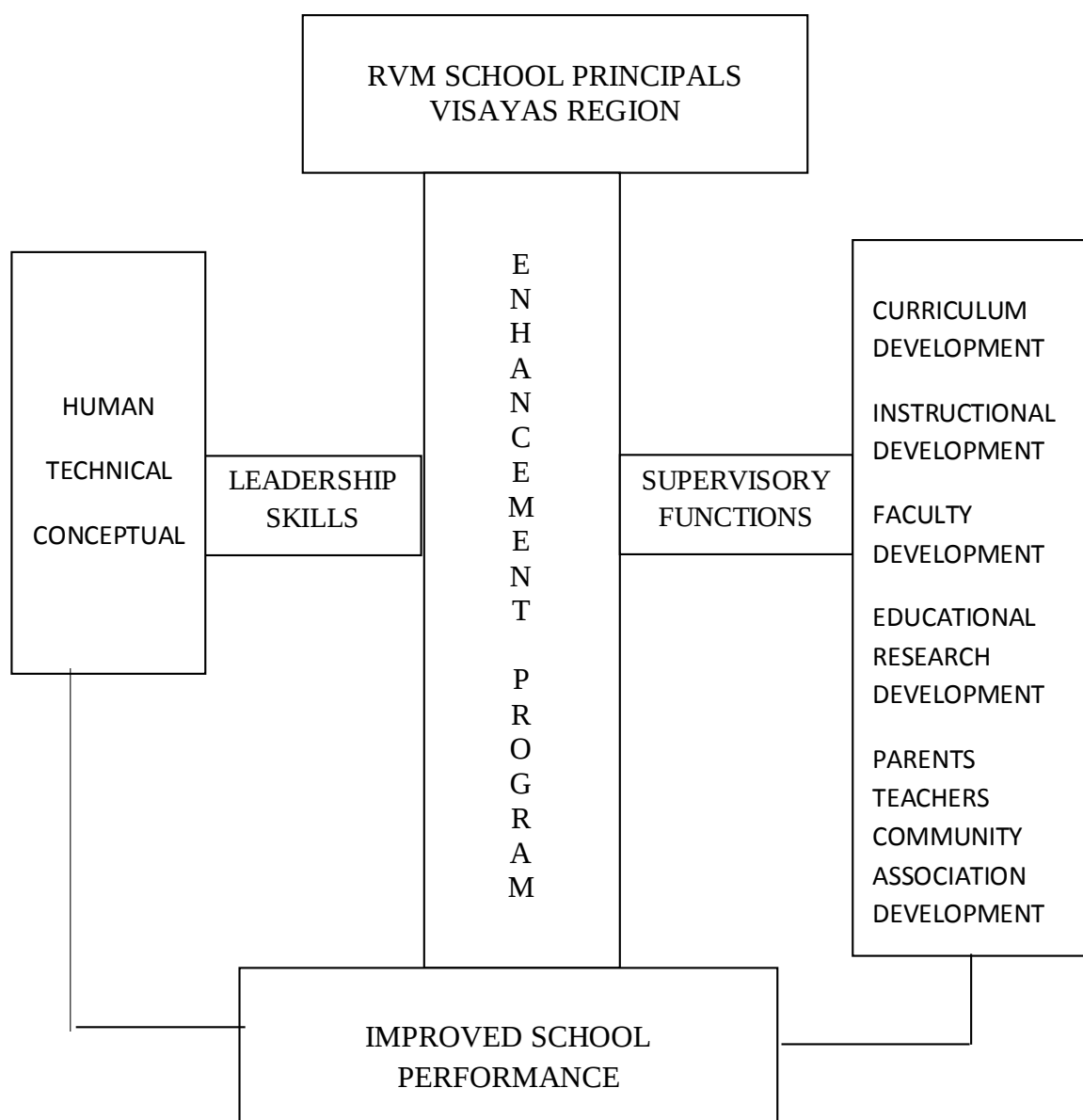
GOALS / OBJECTIVES / DESIGN:

Principals play a vital role in setting the direction for successful quality performing schools. Improved school performance of principals will eventually result to school effectiveness and quality education. The enhancement program designed for the RVM School Principals in the Visayas Region aims at providing opportunities and occasions to develop God-given potentials on leadership and supervisory functions that need to be boosted and heightened.

Activities like formal courses, seminar-workshops, conferences, conventions, congress, exposure, benchmarking, input on salient topics related to human, technical and conceptual skills on leadership and the supervisory functions in the areas of curriculum development, instructional development, faculty development, educational research development and parents, teachers and community association development will eventually hone and form them into quality school leaders that can cater to the call of the times in this 21st century education.

For the period of three (3) years, the school principals will undergo such program and the end product will be an improved school performance in their respective school assignments. The main implementer of this proposed plan is the Religious of the Virgin Mary Education Ministry Commission (RVM-EMC) in coordination with the RVM Regional Superintendent of the Visayas Region. The RVM-EMC office will pool in resources of funds from the Congregation, stakeholders like PTA, Alumni Associations, book companies and individual schools in the Region.

LEADERSHIP SKILLS AND SUPERVISORY FUNCTIONS
ENHANCEMENT PROGRAM FRAMEWORK



CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, the conclusions drawn from the findings and the recommendations.

5. 1 Summary

At this period in the history of the world, in relation to educational institutions, it is very necessary to know the current level of leadership skills and supervisory functions of people in charge of influencing the youth: the school leaders / principals. The fast changing landscape of Philippine Education System and that of the ASEAN nations prompt educational leaders to better prepare principals to be equipped with tools and skills to answer the call of the times.

The level of leadership skills and supervisory functions of RVM school principals in the Visayas region constituted the main concerns of this study. The main purpose of this study was to assess the level of leadership skills and supervisory functions of RVM School Principals in the Visayas Region as perceived by themselves, by the academic/subject coordinators and by the teachers.

The study employed a descriptive correlational survey technique. Ninety nine (99) respondents consisted of nine (9) principals and ninety (90) teachers, subject/academic coordinators drawn purposively from nine (9) participating RVM schools in the Visayas region were involved in this study.

The main data gathering instrument used in this research was the survey questionnaire adapted from the study of Ocampo, 2005, to measure the level of leadership skills and supervisory functions of principals of the RVM schools in the Visayas Region.

There were two instruments used in this study. The first instrument was for the principal which contain two parts. Part I contained among others the profile of the participants. Part II was used to measure the leadership skills and supervisory functions of principals. The second instruments were intended for the teachers and subject/academic coordinators. Part I determined the profile of the participants while Part II assessed the level of leadership skills and supervisory functions of principals. These data were analyzed and interpreted through the use of statistical tools which included the mean and weighted mean.

Guided by the statement of the problem, the findings of the study are hereby summarized:

1. The strength of the RVM school principals under human skills of leadership was on showing positive disposition to promote growth; and their weakness was working

through conflicts by listening to both sides and tactful when dealing with persons of different backgrounds and beliefs.

2. The principals are high in setting the academic tone and hires, evaluates and helps improve skills of teachers and staff. Their weakness was on preparing reports on various subjects, including finances and attendance and overseeing the requisition and allocation of supplies.

3. The descriptive rating for the principals about conceptual skills was high. Their strength revealed that they create and sustain a competitive school atmosphere; however, they should develop people through intellectual stimulation, providing support and being an appropriate model.

4. The principals were found to be high in curriculum development with their strength on evaluating areas in the curriculum which needs improvement; their weakness showed that they should conduct action research to enrich the curriculum.

5. The principals were found to be high on instructional development as they are very good in recommending teachers to use varied instructional materials; however the principals rated themselves low in the manner of reproducing instructional materials and developing lesson plans and other instructional materials such as modules to enhance teachers' resourcefulness and creativity. They were also rated low in conducting surprise on the spot tests.

6. The principals got a high rating under faculty development with their strength on orienting and assigning of teachers as leaders / facilitators, chairs or members of committee programs. Their weakness was on undertaking an assessment and brainstorming on the training needs of teachers.

7. The principals' level of supervisory functions under educational research development was rated as high. Their strength was on encouraging teachers to become engaged in and responsible for problem solving and staff development. It is to note that in the 6-item questions under this component, 5 of these questions were rated low by the principals themselves.

8. The principals got a high rating on this supervisory function on parents, teachers and community associations' development with their strength in orienting and supporting the Parents-Teachers-Community projects and programs; however, they need to maintain rapport with local government units e.g. Barangay.

In the overall summary of perceptions in both leadership skills and supervisory functions, the following differences have been observed:

- The mean rating of the principals themselves is lower than the rating of the academic/subject coordinators and teachers in all components of both the leadership skills and supervisory functions.
- The weighted mean rating of the academic/subject coordinators and teachers to their principals is higher than the weighted mean rating of

the principals to themselves in all the components of both the leadership skills and supervisory functions.

Over-all Summary of Findings on the Study:

1. RVM principals were found to have a generally high level of leadership skills in terms of human, technical and conceptual; and
2. RVM principals were found to have a generally high level of supervisory functions practically in all areas.

5. 2 Conclusions

With the prevailing condition and situation, issues and challenges that marks the Philippine Educational system today: preparedness of schools, manpower, human and material resources for the K to 12 programs; underlying and continuous quest for quality education that competes globally and the challenges to offer learners the 21st century skills needed in the present milieu; ASEAN 2015 integration; these and many more are realities that necessitates our attention as school administrators, heads, educators and principals.

The result of the study points out that gaps were noted in all indicators in both leadership skills and supervisory functions of the RVM principals in the Visayas region.

There are areas that need to be improved, skills that need to be honed and enhanced if we are after total quality assurance and transformative Ignacian-Marian quality education.

The strategic plan which is the output of this study can be considered in the formulation of an overall development plan for school heads, administrators and principals for the use of the RVM Education Ministry Commission.

5.3 Recommendations

In the light of the conclusions drawn from the findings of this study, the researcher recommends the following:

1. The findings of this study may be presented to the RVM-EMC chair and may be disseminated to the concerned RVM school principals in the Visayas Region to make them be aware of their strengths and weaknesses in terms of leadership skills and supervisory functions.
2. RVM school principals may undergo continuing formation training to further enhance their leadership skills and supervisory functions especially on the areas of curriculum development and educational research development.
3. Since the RVM schools exist to answer the signs of the times, re: K to 12 Curriculum, ASEAN 2015 integration and 21st Century Education and knowing the importance of research, the RVM school administrators must exert more effort in keeping abreast with the latest trends in education and work in the building a culture of research in the school.

4. For improvement of performance, the RVM-EMC may take some ideas from the strategic plan prepared by the researcher.
5. Further studies may be conducted related to this study such as:
 - 6.1. The same study be conducted to public elementary and secondary school heads because they have the same basic tasks
 - 6.2 The same study be conducted to RVM school principals in other jurisdiction or region
 - 6.3. A correlational and factorial study may also be done using the instrument

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AREAS	OBJECTIVES/GOALS	STRATEGIES/ ACTIVITIES/TOPICS	PERFORMANCE INDICATORS	TIME FRAME	BUDGET	PERSONS ACCOUNTABLE
1. LEADERSHIP SKILLS a. Human	a.1 Pursue and develop the Spirituality of Leadership based on viewing the totality of the human person	Inputs on Human Foundation of the Spirituality of Leadership	Principals view the human person in all dimensions, giving importance on experience, relationship and community.	June 2017	Php 20,000.00	RVM-EMC Chair
	a.2 Improve the communication and presentation skills through an intensified workshop	Workshop in both Oral and Written Communication	Principals facilitate messages in an effective manner to create and improve significant and fruitful interaction for personal and institutional accomplishment.	June 2016	Php 20,000.00	RVM Regional Superintendent
	a.3 Intensify the managerial skill of the principal through an input on human behavior and conflict management	Input on Human Behavior Organization and Conflict Management	Person-oriented principals inspire school personnel for affirmative and creative productivity towards achievement of goals.	August 2016	Php 20,000.00	
	a.4 Deepen the knowledge of Philippine and Asian culture, regional and local traditions and beliefs	Course on Philippine and Asian Culture and the Process of Inculturation	Well-informed principals on the culture of Filipinos and Asians and those distinct to the place they are assigned, able to adjust and make room for people's beliefs, mores and way of life.	June 2016	Php 15,000.00	School Principals within the Region
	b.1 Continue training principals on the latest technology	Seminar-Workshop on the Use of Computer and other Technologies	Administrators manifest know how in the use of technologies for better, faster and globally competitive output in the ministry.	August 2016	Php 15,000.00	
b. Technical						

AREAS	OBJECTIVES/GOALS	STRATEGIES/ ACTIVITIES/TOPICS	PERFORMANCE INDICATORS	TIME FRAME	BUDGET	PERSONS ACCOUNTABLE
c. Conceptual	b.2 Increase knowledge on the management of finances and material and human resources	Input on the topic, “Managing Finance and Resources in Education”	Well-versed administrators with adept knowledge on financial processes and management of human, financial and material resources	June 2017	Php 20,000.00	RVM-EMC Chair
	b.3 Continue to upgrade the skill on records management through a workshop	Seminar-Workshop on Records Management	Principals are able to direct staff on the current and correct system of records keeping and organizing.	August 2017	Php 15,000.00	RVM Regional Superintendents
	b.4 Update administrators on the legal issues in education and equip them with knowledge on restorative practices	Input on Current Legal Issues confronting Educational Institutions / Restorative Practices	Confident administrators willing to go through the legalities confronting educational issues, implementing what is legal in the school operation.	October 2016	Php 15,000.00	School Principals within the Region
	c.1 Refresh administrators with the knowledge on formulating short and long term development plans	Input on Short and Long Term Development Plans	Administrators are equipped with specifics and information in the formulation and implementation of plans.	October 2016	Php 15,000.00	
	c.2 Update administrators with the current trends in planning and evaluation	A Course on Planning and Evaluation based on Authentic Assessment	Skilled Administrators are able to guide teaching and non-teaching personnel on the mechanics of authentic planning and evaluation	October 2016	Php 20,000.00	

AREAS	OBJECTIVES/GOALS	STRATEGIES/ ACTIVITIES/TOPICS	PERFORMANCE INDICATORS	TIME FRAME	BUDGET	PERSONS ACCOUNTABLE
	c.3 Expose school administrators to different school system and varied set ups	Benchmark with other Educational Institutions through local, national and international exposure and immersion program	Confident and knowledgeable administrators are able to raise the quality output of the school to a higher bar	2016 – 2019	Php 100,000.00	RVM-EMC Chair RVM Regional Superintendents School Principals
2. SUPERVISORY FUNCTIONS a. Curriculum Development	a.1 Attendance at the massive info drive on the K to 12 Curriculum by various government offices and private institution agencies and school associations a.2 Re-examine processes involved in planning, articulating and evaluating curricular framework and instructional designs	Input on Curriculum Making and Development CEAP, FAPE, RVM-EAP Conventions and Conferences on K to 12 Curriculum Workshop on Curriculum Mapping	Administrators are updated with the details and particulars of the K to 12 Curriculum specifically the Senior High School Curriculum Administrators are able to facilitate in the curriculum mapping of the school with confidence and assertiveness	2016 – 2017 June 2016	Php 50,000.00 Php 15,000.00	RVM-EMC Chair RVM Regional Superintendents School Principals CEAP National Convenors

AREAS	OBJECTIVES/GOALS	STRATEGIES/ ACTIVITES/TOPICS	PERFORMANCE INDICATORS	TIME FRAME	BUDGET	PERSONS ACCOUNTABLE
	a.3 Intensify the management of student services through an input on the topic	Input on the topic “Management of Student Services”	Principals gained insights on how to manage the student services of the school with quality results and outcome.	June 2018	Php 20,000.00	RVM-EMC Chair RVM Regional Superintendents School Principals
b. Instruc - tional Develop- ment	b.1 Re-assess instructional approaches according to the RVM pedagogical demands	Formal Course on Constructivism and the RVM Pedagogy	Administrators able to direct and guide the teaching personnel for effective instruction using the RVM Pedagogical Framework	August 2016	Php 20,000.00	RVM-EMC Chair
	b.2 Intensify and deepen instructional supervision for excellence	Input on the topic “Instructional Supervision for Excellence”	Determined principals are committed to ensure quality graduates through an intensified instructional supervision	2016 – 2019	Php 20,000.00	RVM Regional Superintendents
	b.3 Innovating the curriculum with current instructional materials effective for instruction	Exposure to current and modern instructional materials and technologies offered by different agencies	Informed administrators on the current and modern instructional materials that can assure valuable and distinct contribution to transformative quality Ignacian- Marian education	August 2017	Php 15,000.00	School Principals
	b.4 Reinforce the necessity to employ authentic assessment of students’ performance and design a program to enhance it	Formal Course on the topic Authentic Assessment	Principals able to monitor, supervise and employ religiously the instruction with quality time and focus based on authentic assessment of students’ performance	2016 – 2019	Php 20,000.00	

AREAS	OBJECTIVES/GOALS	STRATEGIES/ ACTIVITIES/TOPICS	PERFORMANCE INDICATORS	TIME FRAME	BUDGET	PERSONS ACCOUNTABLE
c. Faculty Develop- ment	c.1 Undertake an assessment on the training needs of the teachers and come up with a career path for them	Formal Input on the topic Needs Assessment	Administrators able to formulate a functional Faculty Development Plan based on needs assessment with career pathing in place	May 2016	Php 15,000.00	RVM-EMC Chair
	c.2 Invest in the pursuit of teachers to formal advance schooling through the RVM-EAP Assistance Program	Graduate Courses for Professional Growth TESDA related courses	Administrators able to motivate teachers to pursue graduate studies and / or TESDA related courses for K to 12 Curriculum	2016 – 2019	c/o Individual School Budget	RVM Regional Superintendents
	c.3 Conduct seminar-workshop on the development of instructional aids	Seminar-Workshop on Instructional Aids and Materials' Production	Skill in directing teachers on the production of instructional aids and materials	June 2017	Php 15,000.00	School Principals within the Region
d. Educational Research Develop- ment	d.1 Build and develop a culture of research in the school setting	Input on Research Capability Building and School Research Forum Seminar-Workshop on Action Research/ Classroom Based Research/ Research Agenda	Administrators consider building a culture of research among the teachers and staff and provide time for it.	2016 – 2019	Php 50,000.00	

AREAS	OBJECTIVES/GOALS	STRATEGIES/ ACTIVITIES/TOPICS	PERFORMANCE INDICATORS	TIME FRAME	BUDGET	PERSONS ACCOUNTABLE
	d.2 Design a scheme that will provide financial support in the conduct of research	Consultation Brainstorming Sharing	A functional program that defines the provision for financial support in the conduct of research	2016 – 2019	c/o Individual School Budget	RVM-EMC Chair RVM Regional Superintendents School Principals
e. Parents, Teachers and Community Association Develop- ment	e.1 Establish and maintain linkages in the community by sectors	Participate in the local and regional sponsored activities Make available the school facilities and compound as venue for activities	Principals connected to the larger community, participative and supportive of its activities and continue to establish cooperation and maintain linkages	All Year Round 2016 – 2019	c/o Individual Schools	RVM Regional Superintendents School Principals Local Government Units Government and NGO Agencies

APPENDIX A-1

LETTER OF PERMISSION TO CONDUCT RESEARCH

September 10, 2013

RVM Superior General and Council
 RVM Generalate
 214 N. Domingo Street
 Quezon City

Thru: S. Ma. Marissa R. Viri, RVM
 RVM-EMC Chair
 and: S. Ma. Fe B. Lagarto, RVM
 RVM Regional Superintendent
 Visayas Region

RE: PERMISSION TO CONDUCT RESEARCH

Dear Rev. Mo. General and Sisters,

Praised be Jesus and Mary!

I am requesting your permission to conduct my thesis entitled: ***Towards the Development of a Strategic Plan to Enhance the Leadership Skills and Supervisory Functions of Principals in a Congregation School***. I intend to give the survey questionnaire to teachers, subject area coordinators, academic coordinators and principals. I also hope to interview some of them.

Hoping that this request merits your kind consideration and favourable action as results of this research study would be treated with confidentiality.

Your signature over your printed name provided hereunder signifies your utmost approval and generosity.

Sincerely in Jesus and Mary,

S. Ma. Josefina M. Cabrera, RVM
 Researcher

Approved by:

Rev. Mo. Ma. Evelyn C. Aguilar, RVM
 RVM Superior General

APPENDIX A-2

LETTER OF PERMISSION TO USE RESEARCH INSTRUMENT

September 30, 2013

DR. JOSE M. OCAMPO, JR
Philippine Normal University
Taft Avenue, Manila

RE: PERMISSION TO USE QUESTIONNAIRE ON LEADERSHIP SKILLS
AND SUPERVISORY FUNCTIONS OF PRINCIPALS

Dear Dr. Ocampo, Jr.,

Greetings of Peace!

I am presently writing my thesis on leadership skills and supervisory functions of our RVM school principals in the Visayas Region. I am greatly interested in the validated instrument you used in your 2005 study.

I will be very grateful if you can extend to me such an important assistance. I will abide with whatever conditions you might want to set for the use of the instrument.

Your signature over your printed name provided hereunder signifies your utmost approval and generosity.

Sincerely in Jesus and Mary,

S. Ma. Josefina M. Cabrera, RVM
Researcher

Approved by:

JOSE M. OCAMPO, JR., PhD
Philippine Normal University
Taft Avenue, Manila

APPENDIX A-3

LETTER OF PERMISSION TO CONDUCT SURVEY

October 28, 2013

The Principal/Academic/Subject Coordinator,
Teachers

RE: PERMISSION TO CONDUCT SURVEY

Dear Sister/Madam/Sir,

Praised be Jesus and Mary!

I am presently conducting my research on Leadership Skills and Supervisory Functions of RVM School Principals of the Visayas Region.

In this regard, may I request for your cooperation by answering the questionnaire. Rest assured that all information will be treated with utmost confidentiality.

Thank you so much for your generous cooperation and untiring patience extended me. May God bless you all.

Sincerely in Jesus and Mary,

S. Ma. Josefina M. Cabrera, RVM
Researcher

APPENDIX B

DATA ON PROFILE OF PRINCIPALS / TEACHERS

TABLE 1 – A PROFILE OF PARTICIPANTS ACCORDING TO AGE

AGE	Principals	Teachers, Subject/ Academic Coordinators	TOTAL
20 – 25	0	42	42
26 – 30	0	22	22
31 – 35	0	12	15
36 – 40	0	4	6
41 – 45	4	5	7
46 and above	5	5	7
TOTAL	9	90	99

TABLE 1 – B PROFILE OF PARTICIPANTS ACCORDING TO GENDER

GENDER	Principals	Teachers, Subject/ Academic Coordinators	TOTAL
Male	0	30	30
Female	9	60	69
TOTAL	9	90	99

TABLE 1 – C PROFILE OF PARTICIPANTS ACCORDING TO CIVIL STATUS

CIVIL STATUS	Principals	Teachers, Subject/ Academic Coordinators	TOTAL
Single	9	59	68
Married	0	31	31
TOTAL	9	90	99

TABLE 1 – D PROFILE OF PARTICIPANTS ACCORDING TO HIGHEST EDUCATIONAL ATTAINMENT

HIGHEST EDUCATIONAL ATTAINMENT	Principals	Teachers, Subject/ Academic Coordinators	TOTAL
Bachelor's Degree	0	62	62
Bachelor's Degree with units in Master's Degree	4	24	28
Master's Degree	4	4	8
Master's Degree with units in Doctoral Degree	0	0	0
Doctoral Degree	1	0	1
TOTAL	9	90	99

TABLE 1 – E PROFILE OF PARTICIPANTS ACCORDING TO WORK EXPERIENCE

WORK EXPERIENCE	Principals	Teachers, Subject/ Academic Coordinators	TOTAL
0 – 5	4	65	69
6 – 10	2	13	15
11 – 15	2	4	6
16 – 20	1	2	3
21 – 25	0	3	3
26 – 30	0	1	1
31 – 35	0	2	2
36 and above	0	0	0
TOTAL	9	90	99

TABLE 1 – F PROFILE OF PRINCIPALS ACCORDING TO NUMBER OF TEACHERS SUPERVISED

NUMBER OF TEACHERS/STAFF SUPERVISED	Principals	TOTAL
20 and below	6	6
21 – 40	3	3
41 – 60	0	0
61 – 80	0	0
TOTAL	9	9

TABLE 1 – G PROFILE OF PARTICIPANTS ACCORDING TO GOVERNMENT EXAMINATION PASSED

GOVERNMENT EXAMINATION	Principals	Teachers, Subject/ Academic Coordinators	TOTAL
LET / PBET	2	85	87
Career Service	0	4	4
TOTAL	2	89	91

TABLE 1 – H PROFILE OF PARTICIPANTS ACCORDING TO COLLEGE GRADUATED FROM

COLLEGE GRADUATED FROM	Principals	Teachers, Subject/ Academic Coordinators	TOTAL
Public	1	62	63
Private	8	28	36
TOTAL	9	90	99

TABLE 1 – I PROFILE OF PRINCIPALS ACCORDING
TO MEMBERSHIP IN ORGANIZATION

MEMBERSHIP IN ORGANIZATION	NUMBER OF PRINCIPALS	TOTAL
School Level	1	1
District Level	0	0
Regional Level	0	0
National Level	6	6
Others	2	2
TOTAL	9	9

TABLE 1 – J PROFILE OF PRINCIPALS ACCORDING TO HONORS/AWARDS RECEIVED

HONORS/AWARDS RECEIVED	NUMBER OF PRINCIPALS	TOTAL
Academic Award	9	9
Service Award	1	1
Scholarship Award	0	0
TOTAL	9	9

APPENDIX C-1

Questionnaire for Principals to Determine their Profile and Level of Leadership Skills
and Supervisory Functions

Part I. Profile of Participants

Direction: Please put a check (/) mark on the blank to indicate your answer.

Name (optional): _____

School: _____

Position: _____

Date: _____

1. Age

_____ 31 – 45

_____ 46 – 50

_____ 36 – 40

_____ 51 – 55

_____ 42 – 45

_____ 56 and above

2. Gender

_____ Male

_____ Female

3. Civil Status

_____ Single

_____ Married

_____ Widow/Widower

4. Highest Educational Attainment

_____ Bachelor's Degree

_____ Bachelor's Degree with units in Master's Degree

_____ Master's Degree

_____ Master's Degree with units in Doctoral Degree

_____ Doctoral Degree

5. Work Experience as Principal

_____ 5 – 8 years

_____ 17 – 20 years

_____ 9 – 12 years

_____ 21 – 24 years

_____ 13 – 16 years

_____ 25 and above

6. Number of Teachers supervised

_____ 20 and below

_____ 61 – 80

_____ 21 – 40

_____ 81 – 100

_____ 41 – 60

_____ 101 and above

7. College Graduated From

_____ Public

_____ Private

8. Membership in Organization

_____ School Level

_____ District Level

_____ Regional Level

_____ National Level

_____ Others, Pls. specify

9. Honors/Awards Received

_____ Academic Award

_____ Scholarship Award

_____ Service Award

10. Management Training

Title

Date

Place

Part II. Leadership Skills

I. Leadership Skills

Please put a check (/) on the blank provided on each item.

Legend:

5	-	Very High
4	-	High
3	-	Moderate
2	-	Low
1	-	Very Low

1.1 Human Skills

- 1.1.1 I show positive disposition to promote growth and development among colleagues and teachers.
- 1.1.2 I inspire teachers to love their work by being a good model.
- 1.1.3 I make teachers feel they are useful and important at work.
- 1.1.4 I work through conflicts by listening to both sides and tactful when dealing with persons of different backgrounds and beliefs.
- 1.1.5 I share constructive feedbacks, personal feelings, beliefs and work productively in groups.

VH	H	M	L	VL
5	4	3	2	1

1.2. Technical Skills

- 1.2.1 I confer with staff to advise, explain or answer procedural questions.
- 1.2.2 I use clear objective guidelines for teacher appraisals, promotions based on performance ratings.
- 1.2.3 I am familiar with computer technology to gather information and share or impart technical resources to teachers and students.
- 1.2.4 I set the academic tone and hires, evaluates

VH	H	M	L	VL
5	4	3	2	1

and helps improve skills of teachers and staff

1.2.5 I prepare reports on various subjects, including finances and attendance and oversees the requisition and allocation of supplies.

VH	H	M	L	VL
5	4	3	2	1

1.3 Conceptual Skills

1.3.1 I exercise the autonomy and authority to pursue brainchild strategies, ideas and innovations

1.3.2 I develop people, through intellectual stimulation, providing support and being an appropriate model.

1.3.3 I create and sustain a competitive school atmosphere.

1.3.4 I develop and execute strategic plans.

1.3.5 I manage the organization into a safe, efficient and effective learning environment.

VH	H	M	L	VL
5	4	3	2	1

2. Supervisory Functions

Curriculum Development

2.1.1 I manifest knowledge of curriculum content

2.1.2 I enrich curriculum materials (e.g. test item-item building multi-level materials, resource units and model lesson)

2.1.3 I evaluate areas in the curriculum which need improvement

2.1.4 I enrich the curriculum through co-curricular activities.

2.1.5 I conduct action research for enriching the curriculum.

2.1.6 I recommend correction noted in the deficiencies in the curriculum.

2.1.7 I recommend textbooks and references, materials and manuals to enrich curricular content-knowledge competencies of teachers.

VH	H	M	L	VL
5	4	3	2	1

Others, please specify:

2.2 Instructional Development

2.2.1 I undertake screening for proper grade/year/section of students to different sections.

2.2.2 I organize class sessions of teachers with flexibility considering constraints such as floods, etc

2.2.3 I develop variety of tests materials among teachers to evaluate pupils, teachers' progress or performance.

2.2.4 I monitor pupils' performance and design remedial classes.

2.2.5 I evaluate data obtained from test-instruments for remediation.

2.2.6 I procure essential instructional materials such as books, tools and equipment to enhance classroom instruction and effective teaching-learning.

2.2.7 I design classrooms with provisions on the peculiar needs of the pupils such as class size, creativity, structure classrooms according to pupils needs, etc..

2.2.8 I develop lesson plans and other instructional materials, such as modules to enhance teachers' resourcefulness and creativity.

2.2.9 I observe classes on a regular basis.

2.2.10 I schedule teachers to demonstrate teaching.

2.2.11 I check and evaluate lesson plans.

2.2.12 I monitor and evaluate remedial lessons for slow learners.

2.2.13 I include enrichment lessons for fast learners.

.2.2.14 I evaluate instructional materials.

[illegible]

Others, please specify:

2.3. Faculty Development

2.3.1 I undertake an assessment and brainstorming on the training needs of teachers.

2.3.2 I conduct in-service training on the needs of teachers.

2.3.3 I conduct seminar-workshop on the development on instructional aids, self-education, long distance learning, scholarship grants, etc...

2.3.4 I provide equal opportunities for teachers to participate in professional growth and advancement programs for teachers in the division, regional and national level.

2.3.5 I implement school-based training programs for teachers.

2.3.6 I conduct performance evaluation of teachers and identify work areas as necessary inputs for training programs.

2.3.7 I encourage teachers to pursue formal advance schooling (e.g. graduate courses for professional growth).

2.3.8 I provide opportunities for teachers' professional growth and advancement (e.g. sending teachers to seminar-workshops, conferences and in-service training programs).

2.3.9 I encourage teachers to discuss professional ideas among themselves.

2.3.10 I orient and assigns teachers as leaders/facilitators chairs or members of committee programs.

2.3.11 I orient teachers about new developments in education

2.3.12 I conduct performance evaluations for teachers.

VH 5	H 4	M 3	L 4	VL 1

Others, please specify:

2.4 Educational Research Development

2.4.1 I invigorate teachers by linking them with vital sources of knowledge and research from various sources.

2.4.2 I encourage teachers to investigate and challenge the organizational structures of the school which lead to more innovative and creative solutions to complex school and classroom problems.

2.4.3 I encourage teachers to become engaged in and responsible for problem solving and staff development

2.4.4 I motivate teachers to conduct classroom research by giving them proper guidance, ample time for work, monetary and non-monetary incentives.

2.4.5 I provide necessary logistics to conduct classroom-based research.

2.4.6 I see to it that research outputs and results are properly disseminated, if not fully used to improve the academic services of the school.

Others, please specify:

[illegible]

2.5 Parents, Teachers and Community Association Development

2.5.1 I establish rapport with parents/guardians of learners.

2.5.2 I maintain rapport with local government units
e.g Barangay.

2.5.3 I participate in the local activities of the community.

2.5.4 I participate in the civil and social activities of the community.

2.5.5 I support Parents-Teachers-Community projects and programs.

2.5.6 I organize Parent-Teacher-Community Association.

2.5.7 I orient parents on the school programs and projects.

2.5.8 I conceptualize plans with the PTCA/PTA on

[illegible]

school improvement.

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2.5.9 I establish and maintain linkages in the community by sectors.

2.5.10 I confer with parents/guardians regarding their children's progress in school.

2.5.11 I encourage PTCA/PTA participation in the implementation of school programs and projects.

2.5.12 I generate maintenance of civic organizers for school's special services.

2.5.13 I project the school's good image & performance in the community by participating in community activities.

VH 5	H 4	M 3	L 2	VL 1

Others, please specify:

APPENDIX C-2

Questionnaire for Academic/Subject Coordinators and Teachers to Determine
the Profile and Level of Leadership Skills and Supervisory Functions
of their Principals

Part I. Profile of Participants

Direction: Please put a check (/) mark on the blank to indicate your answer.

Name (optional): _____

School: _____

Position: _____

Date: _____

1. Age

_____ 20 – 25

_____ 36 – 40

_____ 26 – 30

_____ 41 – 45

_____ 31 – 35

_____ 46 and above

2. Gender

_____ Male

_____ Female

3. Civil Status

_____ Single

_____ Married

_____ Widow/Widower

4. Highest Educational Attainment

_____ Bachelor's Degree

_____ Bachelor's Degree with units in Master's Degree

_____ Master's Degree

_____ Master's Degree with units in Doctoral Degree

_____ Doctoral Degree

5. Work Experience as Academic/Subject Coordinator/Teacher

_____ 0 – 5 years	_____ 21 – 25 years
_____ 6 – 10 years	_____ 26 – 30 years
_____ 11 – 15 years	_____ 31 – 35 years
_____ 16 – 20 years	_____ 36 and above

6. Government Examinations Passed

_____ LET / PBET

_____ Career Service

7. College Graduated From

_____ Public

_____ Private

2.3. Faculty Development

- 2.3.1 Undertakes an assessment and brainstorming on the training needs of teachers.
- 2.3.2 Conducts in-service training on the needs of teachers.
- 2.3.3 Conducts seminar-workshop on the development on instructional aids, self-education, long distance learning scholarship grants, etc...
- 2.3.4 Provides equal opportunities for teachers to participate in professional growth and advancement programs for teachers in the division, regional and national level.
- 2.3.5 Implements school-based training programs for teachers.
- 2.3.6 Conducts performance evaluation of teachers and identify work areas as necessary inputs for training programs.
- 2.3.7 Encourages teachers to pursue formal advance schooling (e.g. graduate courses for professional growth).
- 2.3.8 Provides opportunities for teachers' professional growth and advancement (e.g. sending teachers to seminar-workshops, conferences and in-service training programs).
- 2.3.9 Encourages teachers to discuss professional ideas themselves.
- 2.3.10 Orients and assigns teachers as leaders/facilitators chairs or members of committee programs.
- 2.3.11 Orients teachers about new developments in education.
- 2.3.12 Conducts performance evaluations for teachers.

VH 5	H 4	M 3	L 2	VL 1

Others, please specify:

2.4 Educational Research Development

- 2.4.1 Invigorates teachers by linking them with vital sources of knowledge and research from various sources.
- 2.4.2 Encourages teachers to investigate and challenge the organizational structures of the school which lead to more innovative and creative solutions to complex school and classroom problems.
- 2.4.3 Encourages teachers to become engaged in and responsible for problem solving and staff development.

VH 5	H 4	M 3	L 2	VL 1

- 2.4.4 Motivates teachers to conduct classroom research by giving them proper guidance, ample time for work, monetary and non-monetary incentives.
- 2.4.5 Provides necessary logistics to conduct classroom-based research.
- 2.4.6 Sees to it that research outputs and results are properly disseminated, if not fully used to improve in academic services of the school.

VH 5	H 4	M 3	L 2	VL 1

Others, please specify:

2.5 Parents, Teachers and Community Association Development

- 2.5.1 Establishes rapport with parents/guardians of learners
- 2.5.2 Maintains rapport with local government units e.g Barangay
- 2.5.3 Participates in the local activities of the community.
- 2.5.4 Participates in the civil and social activities of the community
- 2.5.5 Supports Parents-Teachers-Community projects & programs
- 2.5.6 Organizes Parent-Teacher-Community Association.
- 2.5.7 Orients parents on the school programs and projects.
- 2.5.8 Conceptualizes plans with the PTCA/PTA on school improvement.
- 2.5.9 Establishes and maintains linkages in the community by sectors.
- 2.5.10 Confers with parents/guardians regarding their children's progress in school.
- 2.5.11 Encourages PTCA/PTA participation in the implementation of school programs and projects.
- 2.5.12 Generates maintenance of civic organizers for school's special services.
- 2.5.13 Projects the school's good image & performance in the community by participating in community activities.

VH 5	H 4	M 3	L 2	VL 1

Others, please specify:



CURRICULUM VITAE

Date of Birth January 19, 1961

Place of Birth Bagamanoc, Catanduanes

Educational Attainment:

Master's Degree Master of Arts in Education with Specialization in
Educational Management
Philippine Normal University
Taft Avenue, Manila

Bachelor's Degree Bachelor of Science in Elementary Education
University of Nueva Caceres
Naga City
1981

Certificate in Religious Education
University of the Immaculate Conception
Davao City
1991

Secondary Education Bagamanoc Academy
Bagamanoc, Catanduanes
1977

Elementary Education Bagamanoc Central Elementary School
Bagamanoc, Catanduanes
1973

Work Experiences:

2015 – 2016	Faculty St. Mary's College, Quezon City
2014 – 2015	Principal/CFC Coordinator St. Mary's Academy, Oslob, Cebu
2013 – 2014	Local Superior/Principal Our Lady of Fatima Academy General MacArthur, E. Samar
2012 – 2013	Local Superior/Principal St. Mary's Academy Guiuan, Eastern Samar
2007 – 2012	Local Superior/Principal Holy Cross Academy Oras, Easter Samar
2005 – 2007	CL Coordinator/Teacher St. Mary's Academy Palo, Leyte
2004 – 2005	Local Econome Betania Retreat House Lahug, Cebu
1992 – 2004	Overseas Mission with Work Experiences in: Project Bursar, School Bursar, School Headmistress District Econome Ghana, West Africa
1987 – 1990	Student Affairs Coordinator, Prefect of Discipline, Christian Living Coordinator/CL Teacher, Catechist and MIC Moderator St. Michael's College, Iligan City
1985 – 1987	CL Teacher, MIC Moderator St. Mary's Academy Dipolog City
1980 – 1981	Elementary Teacher St. Mary's Academy Meycauayan, Bulacan