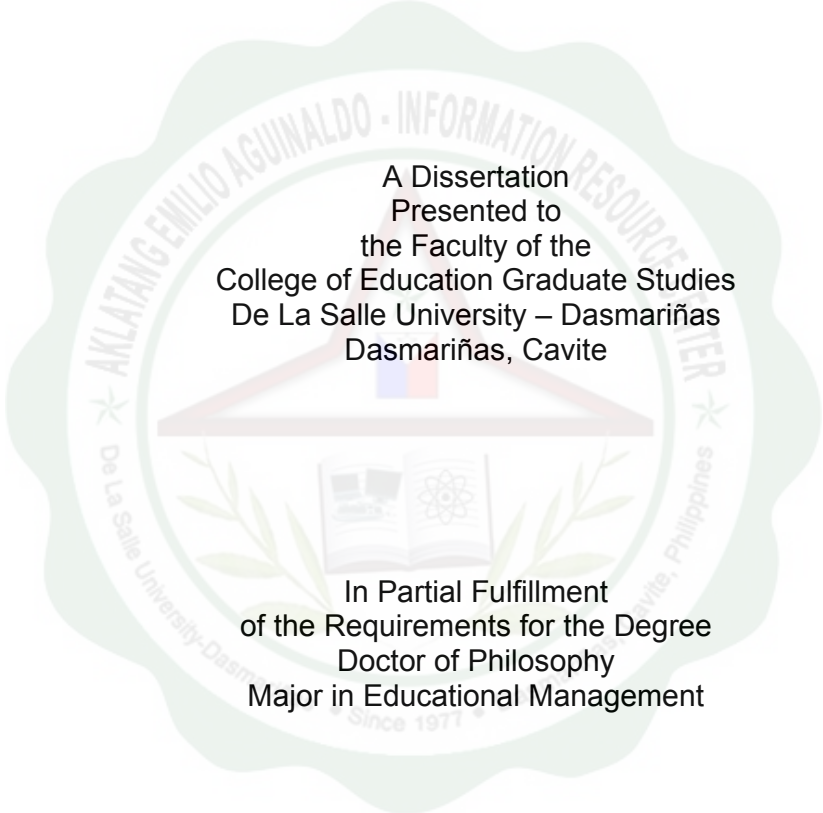


**SUPERVISORY PRACTICES OF SCHOOL ADMINISTRATORS  
VIS-À-VIS THE DEVELOPMENT LEVELS OF TEACHERS  
IN SELECTED PRIVATE SECONDARY SCHOOLS IN  
CALABARZON: BASIS FOR ENHANCED  
DEVELOPMENT PROGRAMS**



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## ABSTRACT

Title of the Research: Supervisory Practices of School Administrators Vis-à-vis the Development Levels of Teachers in Selected Private Secondary Schools in CALABARZON: Basis for Enhanced Development Programs

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This descriptive study was conducted to find out and assess the various school-based supervisory practices, approaches and skills practiced by the administrators in selected private secondary schools in CALABARZON for instructional improvement. It also included the teachers' development levels since these contribute much in the learning of the learners. The study revealed the perceptions of administrators on the degree of development levels gained by their teachers in contribution to classroom instructional improvement and attainment of quality learning. It further determined the perceptions of teachers on the supervisory functions and practices of their administrators.

There were 516 respondents in the study, 92 school administrators and 424 high school teachers. Purposive sampling was

utilized in the selection of the school administrators and high school teachers.

Frequency count, mean, percentage, rank, and F- test were used for analysis and interpretation of the data.

Findings from the study showed that of the 92 school administrator-respondents, majority are females, 41 and above years old, married, master of arts degree holders, with more than 13 years in service to the school and have attended more seminars/workshops in management and human relations than any other topics/areas of training. On the other hand, of the 424 secondary teacher-respondents, majority are females, above 31 years old, married, with units in master of arts degree, within 1 to 6 years length of service to the school and have undergone training and development more in English and Science subjects than any other subject areas.

On the extent of implementing their supervisory practices and functions, the teacher-respondents claimed that their administrators employed more of collaborative practices as evidenced by the high ratings (4.60, A) garnered in all the 45 indicators/items covering the three aspects- directive, nondirective, and collaborative practice.

The administrators' perceptions of their teachers in the three aspects – cognitive, conceptual, and moral development – showed that majority of the teachers have the highest level of development on the moral aspect (3.99, O).

The results of the F- test, (12.93), which is greater than the critical value of 3.22 at 5 % level of significance, indicate the rejection of the null hypothesis, thus, there was congruency between the supervisory practices of administrators and their teachers' levels of development.

These findings imply that when supervisory practices are effective, teachers' levels of development are high. These further showed that the teachers' level of development need to be sustained and enhanced to maintain its match with the supervisory practices of their administrators, and the supervisory practices to match the level of teachers' development.

