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TOWARDS THE IDENTIFICATION OF EFFECTIVE SUPERVISORY PRACTICES IN CATHOLIC SECONDARY SCHOOLS IN METRO MANILA

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Dissertation Abstract

Title: Towards the Identification of Effective Supervising Practices in Catholic Secondary Schools in Metro Manila

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No. of Pages: 298

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Statement of the Problem

Main Problem

This research endeavored to assess the effectivity of the supervising tasks and styles in Catholic secondary schools in Metro Manila and attempted to identify measures of supervisory effectiveness.

Sub-problems

The study aimed specifically to answer the following questions:

1. What are the supervisory tasks and supervisory styles of the academic coordinators in Catholic secondary schools in Metro Manila as perceived by the faculty, the principals, and the academic coordinators themselves?



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2. Are there significant differences in the perceptions of the faculty, the principals, and the academic coordinators themselves concerning:
 - 2.1 The extent of practice of their supervisory tasks and styles?
 - 2.2 The level of desirability of the academic coordinators' supervisory tasks and styles?
3. Is there a significant relationship between the extent of practice and perceived level of desirability of the supervisory tasks of the academic coordinators and the following demographic variables:
 - 3.1 sex
 - 3.2 age
 - 3.3 civil status
 - 3.4 professional board examination passed
 - 3.5 number of years teaching
 - 3.6 educational qualification
4. -Is there a significant relationship between the perceived extent of practice and level of desirability of the supervisory styles of the academic coordinators and the following demographic variables:
 - 4.1 sex
 - 4.2 age
 - 4.3 civil status



- 4.4 professional board examination passed
- 4.5 number of years teaching
- 4.6 educational qualification
- 5. Is there a significant relationship between the respondent schools' NCEE performance and level of accreditation?

Hypotheses

The study verified the following hypotheses:

- 1. There are no significant differences in the perceptions of the faculty, the academic coordinators, and the principals concerning the following:
 - 1.1 the academic coordinators' performance of their supervisory tasks and their supervisory styles;
 - 1.2 the level of desirability of the academic coordinators' supervisory tasks and supervisory styles.
- 2. There is no significant relationship between the perceived extent of practice and level of desirability of the supervisory tasks of the academic coordinators and the following demographic variables:
 - 2.1 sex



- 2.2 age
- 2.3 civil status
- 2.4 professional board examination passed
- 2.5 number of years teaching
- 2.6 educational qualification.

3. There is no significant relationship between the perceived extent of practice and level of desirability of the supervisory styles of the academic coordinators and the following demographic variables:

- 3.1 sex
- 3.2 age
- 3.3 civil status
- 3.4 professional board examination passed
- 3.5 number of years teaching
- 3.6 educational qualification.

4. There is no significant relationship between the respondent schools' NCEE performance and the level of accreditation.

Research Method

The descriptive-comparative method of research was employed to describe, analyze and compare the perceptions of principals, academic coordinators, and faculty concerning the supervisory tasks and styles of academic



coordinators of ninety-four Catholic secondary schools in Metro Manila.

The study was also correlational in nature because it attempted to determine the significant correlates of the academic coordinators' extent of performance of their supervisory tasks and the level of desirability of their predominant supervisory styles.

The study involved 1,949 classroom teachers, 396 academic coordinators and 94 principals of 94 Catholic secondary schools in Metro Manila during the schoolyear 1989-1990.

Survey questionnaires which were developed by the researcher were used as the primary data-gathering instruments.

Descriptive statistics such as means and standard deviations were employed to present a profile of the supervisory tasks and styles of the academic coordinators as perceived by the principals, the faculty and the academic coordinators themselves. One way analysis of variance was used to test for the presence of significant differences in the perceptions of the faculty, the academic coordinators, and the principals concerning the desirability of the academic coordinators' performance of their supervisory tasks and styles.



Lastly, multiple correlation and regression through stepwise regression were used to determine which of the independent variables were significant correlates and predictors of the academic coordinators' extent of performance and level of desirability of their supervisory tasks and styles.

Findings

Following are the significant findings of the study:

1. Perceived Predominant Supervisory Tasks and Styles of the Academic Coordinators:

1.1 The supervisory tasks generally perceived as relatively performed to a greater extent by the academic coordinators were those under the areas of:

- 1.1.1 appraisal of teacher performance,
- 1.1.2 classroom observation, and
- 1.1.3 arranging for a continuing professional development.

1.2 Likewise perceived by the respondents as the predominant supervisory styles of the same academic coordinators were the following:

- 1.2.1 motivating styles, and
- 1.2.2 supporting styles



1.3 The supervisory tasks perceived as highly desirable by the respondents were those that fall under the areas of:

1.3.1 promoting a relevant curriculum, and

1.3.2 developing the curriculum.

1.4 The following supervisory styles were perceived as highly desirable:

1.4.1 motivating styles, and

1.4.2 supporting styles.

2. Differences in the Respondents' Perceptions of the Academic Coordinators' Supervisory Tasks and Styles When the Coordinators Were Grouped According to the Number of Subject Areas that they Coordinated:

2.1 Extent of Practice and Desirability of Supervisory Tasks

2.1.1 Academic coordinators who coordinated two subject areas were perceived to have performed to a greater extent, supervisory tasks which were concerned with classroom observation.

2.1.2 Academic coordinators who coordinated eight subject areas were perceived to have given priority to tasks concerned with arranging for the continuing professional development of teachers.



2.1.3 In general, the academic coordinators who coordinated one subject area were perceived to have performed their supervisory tasks and styles to a greater extent than the other two groups of academic coordinators who respectively coordinated two and eight subject areas.

2.2 Desirability of Supervisory Tasks

2.2.1 The performance of supervisory tasks concerned with providing for the continuing professional development of teachers by both the academic coordinators who coordinated one subject area and those who coordinated two subject areas were perceived by the different groups of respondents as highly desirable.

2.2.2 Appraisal of teacher performance was perceived as desirable in the case of academic coordinators who handled eight subject areas.

2.3 Extent of Use of Supervisory Styles

2.3.1 The motivating styles were perceived as practiced by the academic coordinators who coordinated only one subject area.



2.3.2 The supporting styles were perceived to be relatively practiced to a greater extent, though moderately, by the academic coordinators who coordinated two subject areas.

2.3.3 The academic coordinators who coordinated eight subject areas were perceived to practice the motivating and the supporting styles more predominantly than the other styles.

2.4 Desirability of Supervisory Styles

2.4.1 The use, by the academic coordinators, who coordinated one or two subject areas, of the motivating and the supporting styles of supervision was perceived to be highly desirable by the different groups of respondents.

2.4.2 Also considered as highly desirable was the practice of human relations by the academic coordinators who coordinated one subject area only.

3. Correlates of Supervisory Tasks:

3.1 There is a significant relationship ($R = .09$; $p = .000$) between the academic coordinators' extent of practice of their supervisory tasks and



the combined effects of the following variables: their schools' NCEE performance and the other administrative positions that they had held in the past. The obtained multiple correlation coefficient between the given variables is .30 which is significant at the .0000022 level.

The regression equation for predicting the extent of performance of the academic coordinators' supervisory tasks is

$$Y = 2.325 + .0184 X_1 - .1342116 X_2$$

where: Y = extent of performance of
supervisory tasks

X_1 = NCEE performance

X_2 = other administrative positions
held

- 3.2 There is also a significant relationship ($R = .14$; $p = .0142073$) between the perceived level of desirability of the academic coordinators' supervisory tasks and the combined effects of their civil status and other administrative positions held.

The regression equation for predicting the perceived level of desirability of the academic



coordinators' supervisory tasks is:

$$Y = 4.113 + .0739 x .0721454 X_1 - .0580147 X_2$$

where: Y = level of desirability of
supervisory tasks

X_1 = civil status

X_2 = other administrative positions
held

4. Correlates of Supervisory Styles:

4.1 There is a significant relationship ($R = .16$; $p = .0073973$) between the academic coordinators' extent of use of their predominant supervisory styles and the combined effects of their age and level of accreditation of the school they were connected with.

The regression equation for predicting the coordinators' extent of use of their predominant supervisory styles is:

$$Y = 3.061 + .0676 x .0676073 X_1 + .0314360 X_2$$

where: Y = extent of use of predominant
supervisory styles

X_1 = age

X_2 = school's level of accreditation

It is important to note, based on the



regression equation, that the higher the level of accreditation of the respondent school, the greater or the more consistent is the academic coordinator's use of his/her predominant supervisory style.

- 4.2 There is likewise a significant relationship between the perceived level of desirability of the academic coordinators' supervisory styles and the combined effects of their number of years of teaching, and the school's level of accreditation and NCEE performance. Obtained multiple correlation coefficient is .25 which is significant at the .0000742 level.

The regression equation for predicting the level of desirability of the supervisory styles of the academic coordinators is:

$$Y = 2.278 + .08224901 X_1 + .0530144 X_2 + .0106855 X_3$$

where: Y = level of desirability of
supervisory styles

X_1 = number of years teaching

X_2 = level of accreditation

X_3 = NCEE performance

Based on the given equation, the higher the level of accreditation and level of performance



of the respondent school, the more desirable the predominant supervisory styles of the academic coordinators were perceived to be.

5. Relationship Between the Respondent Schools' NCEE Performance and the Level of Accreditation:

There is a significant relationship ($R = .69$; $p = .000$) between the NCEE performance and the level of accreditation of the respondent schools. Generally, the schools which were not yet accredited had lower ratings in the NCEE.

6. On the basis of the preceding findings, the following conclusions are made regarding the hypotheses of the study:

6.1 Hypothesis No. 1 is rejected since there are significant differences in the perceptions of the faculty, the academic coordinators, and the principals concerning the academic coordinators' performance of their supervisory tasks and supervisory styles as well as the level of desirability of the same practices in supervision.

6.2 Hypothesis No. 2 is likewise rejected since there are significant relationships between the perceived extent of practice and level of



desirability of the supervisory styles of the academic coordinators and the selected demographic variables.

- 6.4 Hypothesis No. 4 is likewise rejected since there are significant relationships between the respondent schools' NCEE performance and the level of accreditation.

Conclusions

From the foregoing findings, the following conclusions were drawn:

1. The extent of performance of the supervisory tasks of the academic coordinators tend to vary with the number of subject areas being coordinated, such that the less the number of these areas are, the more the academic coordinators are able to do their supervisory tasks.
2. The older supervisors tend to perform their supervisory tasks to a greater extent than the younger ones and are more consistent in their choice of supervisory styles.
3. The longer the length of teaching experience of the academic coordinators and the more administrative positions they have held in the past, the more desirable their supervisory styles are perceived to be.



4. The human relations supervisor, who predominantly uses the motivating and the supporting styles and who is greatly concerned with curriculum improvement tend to be more highly regarded and accepted in Catholic secondary schools in Metro Manila.
5. Since the study showed that schools with higher levels of NCEE performance and accreditation had academic coordinators whose supervisory tasks were perceived to be desirable, and that consistency of use of predominant supervisory styles is positively and significantly related with the schools' level of accreditation, it may be concluded, subject to further verification, that desirability and consistency of use of supervisory styles are probable partial indicators of supervisory effectiveness.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are given:

1. The academic coordinators need to know the supervisory tasks which are predominantly perceived, especially by the faculty and the principals, as highly desirable such as promoting a relevant curriculum and appraisal of teacher performance and strengthen their performance of these tasks.



2. They also need to be aware of the perceptions of the teachers whom they supervise and of their principals, regarding the desirability of their supervisory styles. The positive feedback of these two groups of respondents regarding the motivating and the supporting styles are worth taking into consideration.
3. The respondent schools may periodically evaluate the coordinators' performance of their supervisory tasks and the desirability of their supervisory styles. Findings from these studies can serve as a basis in planning supervisory training programs for strengthening the supervisory skills of academic coordinators.
4. The findings concerning the supervisory tasks and supervisory styles of the academic coordinators in the respondent schools which are accredited and have relatively high NCBE performance should be disseminated to the respondent schools, particularly to the academic coordinators.
5. Since the following variables were found to be significantly correlated either with extent of performance of supervisory tasks or desirability of supervisory styles, school heads may consider these variables in selecting prospective academic coordinators:



- 5.1 age,
 - 5.2 civil status,
 - 5.3 other administrative positions held, and
 - 5.4 number of years teaching.
6. The following researches may be undertaken as offshoots of the present study:
- 6.1 A follow-up study on other supervisory tasks and styles of academic coordinators which were not covered by the study;
 - 6.2 A study covering other variables which may be related with the supervisory tasks and styles of academic coordinators;
 - 6.3 A similar study to determine the correlates of supervisory practices and styles of academic coordinators in the elementary level, and
 - 6.4 A more refined study that can identify effective supervisory practices based on empirically validated external criteria/outcomes of effective supervision.



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