#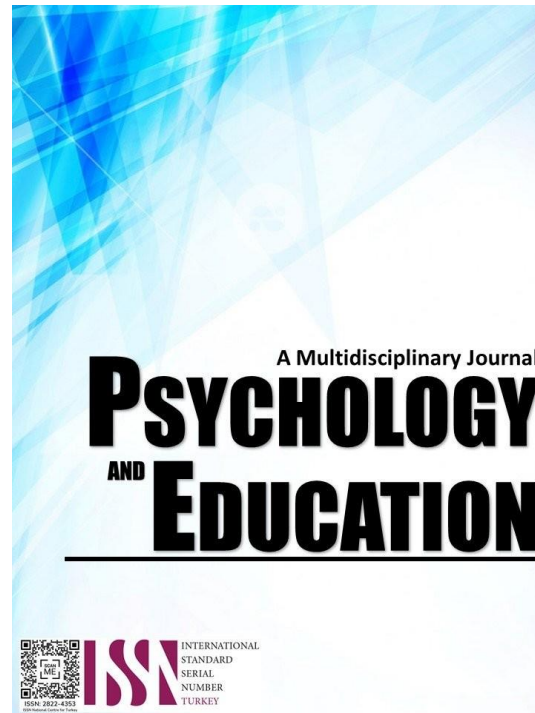 SUPERVISORY SKILLS OF SCHOOL ADMINISTRATORS AND ITS RELATION TO THE LEVEL OF ENGAGEMENT OF SELECTED PUBLIC TEACHERS IN PROFESSIONAL DEVELOPMENT PROGRAMS IN DISTRICT II-D, ANTIPOLO CITY: BASIS FOR PROFESSIONAL CAPABILITY PROGRAM

Supervisory Skills of School Administrators and its Relation to the Level of Engagement of Selected Public Teachers in Professional Development Programs in District II-D, Antipolo City: Basis for Professional Capability Program

Gicel M. Lemu, * Melchor Espiritu
For affiliations and correspondence, see the last page.

Abstract

This study aimed to determine the supervisory skills of school administrators and their relation to the level of engagement of selected public teachers in professional development programs in District II-D, Antipolo City, which served as the basis for the professional capability program during the school year 2024-2025. Perceptions of the respondents regarding the supervisory skills of school administrators Regarding decision–making, the school administrator-respondents obtained a composite mean of 3.492, while the teacher-respondents obtained 3.49, both verbally interpreted as Very Satisfactory. Regarding planning and organizing, the school administrator-respondents obtained a composite mean of 3.444, while the teacher-respondents obtained 3.605, both verbally interpreted as Very Satisfactory. Regarding promoting optimal performance, the school administrator-respondents obtained a composite mean of 3.509, while the teacher-respondents obtained 3.492, verbally interpreted as Very Satisfactory. In terms of achieving technical and professional knowledge, the school administrator-respondents obtained a composite mean of 3.515, while the teacher-respondents obtained 3.534, verbally interpreted as Very Satisfactory. The two groups of respondents' perceptions are similar regarding the supervisory skills of school administrators with respect to the above-cited aspects except for the variable- achieving technical and professional knowledge. The level of engagement of teachers in professional development programs. In terms of the level of engagement of teachers in professional development programs, their level of engagement was described as Very Actively Engaged. There is no significant correlation between the school administrators' supervisory skills and teachers' level of engagement in professional development programs.

Keywords: *decision-making, supervisory, quality assurance and standards officers (QASOs)*

Introduction

Supervision provides time and opportunities to develop a culture of mutual support and open teamwork while offering continuous improvement and growth, encouraging confidential discussion of sensitive issues. Supervision helps us acknowledge that we are not facing these things alone; therefore, it should be planned, regular, and a priority.

One of the key beneficial outcomes of supervision is that it decreases the feeling of being alone when managing a problem or challenge. If a member of your team feels and believes that they are carrying something solely on their shoulders, it can cause a huge amount of work-related stress and anxiety. Staff may retreat during these times, amplifying the feeling of seclusion and isolation. Supervision sessions will ease this feeling, enabling the colleague to share, discuss, and gain a different perspective, which may ensure they get the much-needed rest they deserve when they get home.

Supervision in schools has been significantly influenced by post-independence commissions such as the Ominde Commission. This commission was tasked with making recommendations on reforming colonial education and proposed a system that would foster unity and create human resources for national development. The commission's report underscores the importance of school supervision as a prerequisite for ensuring quality education for learners (Republic of Kenya, 2019). This historical context highlights the significant role of the Ominde Commission in shaping the current landscape of school supervision.

The National Committee on Education Objectives and Policies report recommends supervision as a means of attaining education objectives and ensuring quality instruction. The report highlights the need for expanding teacher education and introducing retraining teachers for effective teaching and learning. In addition, the Koech Report on Totally Integrated Quality Education and Technology (TIQET) states that the heads of educational institutions are central to managing educational institutions and implementing the total curriculum. This report further highlights the school principals' role as internal supervisors who set the pace for effective teaching and learning (Republic of Kenya, 2019).

Consequently, the Education Act (2019) allows the Minister of Education to appoint Quality Assurance and standards Officers (QASOs). This Act stresses that supervision can be done at any school without prior notice, and the principal must cooperate. The school principals certainly have a significant role to play in schools' supervision, especially in ensuring that teachers' development is given priority because a teacher who is undeveloped will rarely maintain the professional standard required in the teaching profession, hence the quality of their classroom teaching, students' assessment and management will be poor. Thus, the principals must ensure teachers are effectively supervised to attain quality school education.

These significant points have inspired the researcher to undertake this study on the supervisory skills of school administrators in relation

to the engagement of teachers in professional growth and development programs. The study aims to determine the level of supervisory skills of school administrators, evaluate the effectiveness of their strategies in supervising teachers, particularly in professional development programs, and propose a capability learning design that would enhance the supervisory skills of school administrators. This research underscores the importance of continuous learning and development in the field of education.

Research Questions

This study aimed to determine the supervisory skills of school administrators and its relation to the level of engagement of selected public teachers in professional development programs in District II-D, Antipolo City which served as basis for professional capability program during the school year 2024-2025. More specifically, it sought answers to the following questions:

1. How do the school administrators themselves and the teachers perceive the supervisory skills of school administrators in terms of the following:
    1.1. decision-making;
    1.2. planning and organizing;
    1.3. promoting optimal performance; and
    1.4. achieving technical and professional knowledge?
2. Is there a significant difference between the perceptions of the two groups of respondents as regards the supervisory skills of school administrators with respect to the above-cited aspects?
3. What is the level of engagement of teachers in professional development programs
4. Is there a significant correlation between the supervisory skills of the school administrators and the level of engagement of teachers in professional development programs?
5. Based on the results of the study, what professional capability program may be proposed?

Methodology

Research Design

The method of research used in the study was the descriptive type. Descriptive research, as described by Ethridge, D.E. (2019), is a powerful tool that aims to shed light on complex issues or problems. It does so through a process of data collection that enables researchers to describe the situation more completely than was previously possible. This emphasis on understanding complex issues can be enlightening for researchers.

In its essence, descriptive studies are used to describe various aspects of the phenomenon. Descriptive research describes the sample population's characteristics and behavior in its popular format.

An important characteristic of descriptive research is that while descriptive research can employ several variables, only one variable is required to conduct a descriptive study. The three main purposes of descriptive studies are describing, explaining, and validating research findings.

Therefore, with the use of descriptive research design, the researcher would be able to determine the supervisory skills of school administrators regarding teachers' engagement in professional growth and development programs.

Respondents

The researcher used purposive sampling. This was conducted in the selected schools of District II-D, Division of Antipolo City. The study respondents were school administrators and teachers. Each instrument was administered to all the respondents. The respondents were given enough time to answer the research instrument. The scope of this study was School Administrators and teachers from the selected schools of District II-D, Division of Antipolo City.

Instrument

The study used a researcher-made questionnaire and descriptive questions that served as indicators in every variable. The survey questionnaire consisted of three parts. The first part was the evaluation of the respondents. The second part was the school performance rating, and the third part contained the comments and suggestions of the school administrator and teacher respondents.

The questionnaires that served as the survey instrument of the study were validated by experts to ensure their correctness and validity. The content of the questionnaires was analyzed and scrutinized by a panel of principals, master teachers, English teachers, and an education program supervisor. Their comments and feedback were considered in the final approval of the method. The consultant, acting as the proofreader of the researcher, further examined the method to ensure its accuracy and reliability.

Procedure

The study used a researcher-made questionnaire and descriptive questions that served as indicators in every variable. The survey questionnaire consisted of three parts. The first part was the evaluation of the respondents. The second part was the school performance rating, and the third part contained the comments and suggestions of the school administrator and teacher respondents.

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Data Analysis

Frequency, Percentage Distribution, and Ranking. This was used to analyze and summarize the results of the responses from the questionnaire.

t-Test. This was used to determine the significant difference between the perceptions of the two groups of respondents as regards the supervisory skills of school administrators with respect to decision-making; planning and organizing; promoting optimal performance; achieving technical and professional knowledge. Significant difference between the perceptions of the two groups of respondents as regards the supervisory skills of school administrators with respect to decision-making; planning and organizing; promoting optimal performance; and achieving technical and professional knowledge.

Pearson r Correlation. This was used to determine the significant correlation between the supervisory skills of the school administrators and the level of engagement of teachers in professional development programs.

Results and Discussion

This section provided the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents in accordance with the specific questions posited on the objectives of the study.

Based on School Administrator's Perception

School Administrators' Supervisory Skills as Observed by Themselves in Terms of Decision-Making

Table 1. *School Administrators Supervisory Skills as Observed by Themselves in Terms of Decision-Making*

Decision-Making	Mean	Interpretation	Rank
As a school administrator, I...			
1. gather all important facts to make an informed decisions to avoid hasty and haphazard decisions.	3.4947	Very Satisfactory	3
2. identify the cause of problems in school.	3.4842	Very Satisfactory	4
3. involve those who will be affected in the decision-making process.	3.5158	Very Satisfactory	1
4.communicate the rationale behind the decisions to those who are involved.	3.5158	Very Satisfactory	2
5. use an understanding of broader organizational issues to improve decision-making.	3.4526	Very Satisfactory	5
Composite Mean	3.492	Very Satisfactory	

As discussed in Table 1, the respondents stated that they involve those who will be affected in the decision-making process, which got the highest weighted mean of 3.5158 and the highest rank of 1. The results indicated that respondents reported involving those who would be affected in the decision-making process. This approach suggests a participatory or inclusive method where stakeholders' input is solicited and considered before decisions are made. By involving those who will be affected, such as teachers, students, parents, or community members, in decision-making, schools can potentially enhance transparency, fairness, and the overall quality of decisions. This participatory approach not only acknowledges the diverse perspectives and expertise of stakeholders but also fosters a sense of ownership and commitment to the outcomes among those involved. School administrators play a crucial role in shaping working conditions for teachers of students with emotional/behavioral disorders, as addressing individual special educators' burnout without considering school-level factors may not improve outcomes (Gilmour & Sandilos, 2023).

However, the said group of respondents stated that they use an understanding of broader organizational issues to improve decision-making which yielded the least weighted mean of 3.4526 and least rank of 5. The group of respondents indicated that they use an understanding of broader organizational issues to enhance their decision-making processes. This approach suggests that decision-makers consider not only immediate concerns but also the broader context and implications of their decisions within the organization. By integrating a deeper understanding of organizational dynamics, administrators can make more informed, strategic, and sustainable decisions that align with the overall goals and mission of the school. According to Maral (2022), school administrators' attitudes towards participatory decision-making vary, with teachers willing to participate when their personal interests are at stake, but often make decisions alone.

The composite mean of 3.492 implied a very satisfactory rating on school administrators supervisory skills as observed by themselves in terms of decision-making. Administrators who rate themselves as very satisfactory likely perceive their decision-making processes as effective, well-informed, and capable of addressing challenges and opportunities within their school environment. Such a rating could also reflect administrators' awareness of their roles and responsibilities in decision-making, including their ability to navigate complex issues and make timely and informed choices. It implies a level of self-awareness and reflection on their leadership practices, potentially contributing to a positive school climate and effective organizational management. Administrators who rate themselves highly in supervisory skills may also prioritize continuous improvement, seeking feedback from stakeholders and professional

development opportunities to enhance their leadership effectiveness further. Noceda (2022) stated that progressive anticipation, a forecast methodology, can improve decision-making for school administrators by analyzing fragments and suggesting the best options for solving educational management problems.

School Administrators Supervisory Skills as Observed by Themselves in Terms of Planning and Organizing

Table 2. *School Administrators Supervisory Skills as Observed by Themselves in Terms of Planning and Organizing*

Planning and Organizing	Mean	Interpretation	Rank
As a school administrator, I...			
1. understand the time frame available and create plan according to the set duration.	3.3895	Very Satisfactory	4
2. translate broad goals into action plans and establish both short-term and long-term goals to meet departmental objectives.	3.5263	Very Satisfactory	1
3. consult teachers and seek their suggestions when developing a plan.	3.4632	Very Satisfactory	2
4. make follow-ups of every school activity to ensure the plan is being followed and the project is on track.	3.4632	Very Satisfactory	3
5. establish authorities and give focus to tasks that need to be prioritized.	3.3789	Very Satisfactory	5
Composite Mean	3.444	Very Satisfactory	

As presented in Table 2, the respondents perceived that they translate broad goals into action plans and establish both short-term and long-term goals to meet departmental objectives which got the highest weighted mean of 3.5263 and the highest rank of 1. This suggested that the respondents possess a capability to translate broad organizational goals into actionable plans and effectively establish both short-term and long-term objectives to meet departmental objectives.

This capability indicates a strategic and proactive approach to organizational management, where administrators not only articulate overarching goals but also break them down into manageable steps and timelines. By doing so, administrators can ensure clarity, alignment, and accountability throughout the organization, fostering a culture of goal-oriented leadership and continuous improvement. Şahin, F. (2021) stated that school administrators play a crucial role in organizational learning processes by fostering knowledge production, knowledge sharing, and knowledge integration.

However, the said group of respondents observed that they establish authorities and give focus to tasks that need to be prioritized which yielded the least weighted mean of 3.3789 and least rank of 5. The findings suggested that the said group of respondents observed themselves as actively establishing authorities and giving focus to tasks that need to be prioritized. This observation indicates a proactive approach among administrators in delegating responsibilities and allocating resources effectively. By setting clear priorities and authorities, administrators aim to streamline operations, enhance efficiency, and ensure that critical tasks are addressed promptly. This strategic management style promotes organizational effectiveness and supports a structured approach to achieving departmental and school-wide objectives. The administration of educators and educational staff involves planning, organizing, directing, reporting, coordinating, monitoring, and financing to effectively and efficiently achieve educational goals (Kurnia, 2020).

The composite mean of 3.444 implied that the school administrators supervisory skills as observed by themselves in terms of planning and organizing was in high level. The findings suggested that school administrators perceived their supervisory skills in terms of planning and organizing to be at a high level. This self-assessment indicates that administrators view their ability to plan and organize tasks, resources, and initiatives within the school environment as effective and proficient. They likely feel confident in their capacity to set clear goals, establish timelines, allocate resources appropriately, and coordinate efforts to achieve organizational objectives. This perception underscored a proactive approach among administrators in prioritizing strategic thinking, attention to detail, and the ability to anticipate and address potential challenges. By maintaining high-level planning and organizing skills, administrators contribute to a well-functioning school environment where operational processes run smoothly, tasks are completed efficiently, and initiatives align with the school's strategic priorities. Overall, this self-perceived competency reflects a commitment to effective leadership, continuous improvement, and supporting the overall success of the educational institution. Fadhila (2020) stated that educational administration involves forecasting, decision-making, organizing, planning, and assessment, all of which contribute to effective and efficient achievement of educational goals.

School Administrators Supervisory Skills as Observed by Themselves in Terms of Promoting Optimal Performance

Table 3. *School Administrators Supervisory Skills as Observed by Themselves in Terms of Promoting Optimal Performance*

Promoting Optimal Performance	Mean	Interpretation	Rank
As a school administrator, I...			
1. explain to the teachers the relationship ship of individual performance goals to the organizational objectives.	3.5053	Very Satisfactory	3
2. motivate the teachers to perform well and acknowledge their accomplishments.	3.4947	Very Satisfactory	4
3. involve teachers in goal setting and in accomplishing the set goals.	3.4632	Very Satisfactory	5
4. identify talent, skills, and development and the training needs of teachers.	3.5368	Very Satisfactory	2
5. empower the teachers by designating them various responsibilities in the organization and conduct timely and effective performance appraisals.	3.5474	Very Satisfactory	1
Composite Mean	3.509	Very Satisfactory	

As shown in Table 3, the respondents perceived that they empower the teachers by designating them various responsibilities in the organization and conduct timely and effective performance appraisals which got the highest weighted mean of 3.5474 and the highest rank of 1. The findings suggested that the respondents perceived themselves as empowering teachers by assigning them various responsibilities within the organization and conducting timely and effective performance appraisals. This perception indicates a proactive approach to leadership, where administrators delegate responsibilities to teachers, allowing them to take ownership of tasks and contribute meaningfully to the school's objectives. Conducting regular performance appraisals also underscores a commitment to professional development and accountability, ensuring that teachers receive constructive feedback and support to enhance their effectiveness in their roles.

However, the said group of respondents stated that they involve teachers in goal setting and in accomplishing the set goals which yielded the least weighted mean of 3.4632 and least rank of 5. The findings suggested that the said group of respondents stated they involve teachers in goal setting and in accomplishing the set goals. This approach highlights a collaborative leadership style where administrators recognize the expertise and insights of teachers in shaping educational outcomes. By involving teachers in goal setting, administrators promote ownership, accountability, and commitment to achieving shared objectives within the school community. This inclusive approach not only enhances communication and mutual understanding between administrators and teachers but also fosters a supportive and collaborative work environment. Teachers who participate in goal setting are more likely to feel motivated, valued, and invested in the school's mission. Additionally, their input can contribute to more relevant and achievable goals that align with instructional priorities and student needs. According to Raksanakorn et al. (2022), the current situation for leadership enhancement in Education 4.0 school administrators is moderate, with the highest desired conditions being achieved in the following areas: results, morality, ethics, modern skills, leadership, knowledge, and ability.

The composite mean of 3.509 implied that the school administrators supervisory skills as observed by themselves in terms of promoting optimal performance was in high level. The findings suggested that school administrators perceived their supervisory skills in terms of promoting optimal performance to be at a high level. This self-assessment indicates that administrators view their ability to facilitate and enhance performance among teachers and staff as effective and proficient. They likely feel confident in their strategies to motivate, support, and empower educators to achieve high standards of teaching and student learning outcomes. Taryanti, A. (2023) stated that the effective use of administrative competency and teacher performance can improve education quality in primary schools.

Administrators with high-level supervisory skills in promoting optimal performance often prioritize professional development, provide constructive feedback, and create a supportive environment conducive to growth and success. By fostering a culture of excellence and continuous improvement, they contribute to a positive school climate where teachers are motivated to excel and students are supported in reaching their academic potential. Principal management positively impacts teacher performance and learning quality through planning, organizing, implementing, and evaluating performance coaching programs (Rostini et al., 2022).

School Administrators Supervisory Skills as Observed by Themselves in Terms of Achieving Technical and Professional Knowledge

Table 4. *School Administrators Supervisory Skills as Observed by Themselves in Terms of Achieving Technical and Professional Knowledge*

Achieving Technical and Professional Knowledge *As a school administrator, I...*	Mean	Interpretation	Rank
1. apply rules and regulations to teachers and explain the impact of these policies to the school.	3.5895	Very Satisfactory	1
2. understand budgetary constraints and managed cost associated with the organization.	3.4211	Very Satisfactory	5
3. stay abreast with current development and trends in all relevant areas of my work.	3.5368	Very Satisfactory	3
4. involve myself in different professional associations.	3.5579	Very Satisfactory	2
5. maintain knowledge and apply policies and procedures in school for the stakeholders.	3.4737	Very Satisfactory	4
Composite Mean	3.515	Very Satisfactory	

As presented in Table 4, the respondents stated that they apply rules and regulations to teachers and explain the impact of these policies to the school which got the highest weighted mean of 3.5895 and the highest rank of 1. The findings suggested that administrators apply rules and regulations to teachers and explain the impact of these policies to the school. This practice reflects a structured approach to leadership and governance within the educational institution. By applying clear rules and regulations, administrators establish expectations and guidelines for teachers, ensuring consistency and accountability in their roles and responsibilities. Adhikari & Budhathoki (2023) stated that head teachers need technical, interpersonal, and conceptual administrative skills to effectively lead educational institutions and improve student academic achievement.

However, the said group of respondents understand budgetary constraints and managed cost associated with the organization which yielded the least weighted mean of 3.4211 and least rank of 5. The findings suggested that the said group of respondents understand budgetary constraints and effectively manage costs associated with the organization. This understanding reflects a strategic approach to financial stewardship among administrators, where they prioritize fiscal responsibility and sustainability. By comprehending

budgetary limitations, administrators can allocate resources judiciously, prioritize spending, and make informed decisions to optimize financial efficiency. Managing costs effectively involves not only adhering to budgetary allocations but also seeking opportunities to streamline operations, negotiate contracts, and explore cost-saving measures without compromising educational quality. Administrators who demonstrate proficiency in financial management contribute to the overall financial health of the organization, ensuring resources are allocated strategically to support teaching, learning, and student development. Principal's administrative competency and teacher's professional competence both significantly impact educational quality in public senior high schools (Karmila et al., 2023).

The composite mean of 3.515 implied that the School Administrators Supervisory Skills as Observed by Themselves in Terms of Achieving Technical and Professional Knowledge was within high level. he findings suggested that school administrators perceived their supervisory skills in achieving technical and professional knowledge to be within a high level. This self-assessment indicates that administrators view their ability to promote and advance technical expertise and professional development among staff as proficient and effective. They likely feel confident in their strategies to foster continuous learning, enhance skills, and maintain high standards of professional practice within the school environment. Administrators with high-level supervisory skills in achieving technical and professional knowledge typically prioritize ongoing training, mentorship, and collaboration among staff. They create opportunities for educators to acquire new knowledge, skills, and certifications relevant to their roles, ensuring that the school remains current with best practices and educational advancements. According to Yirci et al. (2023), mentoring for school administrators' professional development has evolved from networking to leadership skills, with the most recent focus on enhancing mentoring quality and enabling social justice.

Based on Teachers' Perception

School Administrators Supervisory Skills as Observed by the teachers in Terms of Decision-Making

Table 5. *School Administrators Supervisory Skills as Observed by the teachers in Terms of Decision-Making*

Decision-Making *Our school administrator....*	Mean	Interpretation	Rank
1. gather all important facts to make an informed decisions to avoid hasty and haphazard decisions.	3.5257	Very Satisfactory	1
2. identify the cause of problems in school.	3.525	Very Satisfactory	2
3. involve those who will be affected in the decision-making process.	3.4686	Very Satisfactory	4
4.communicate the rationale behind the decisions to those who are involved.	3.5029	Very Satisfactory	3
5. use an understanding of broader organizational issues to improve decision-making.	3.4286	Very Satisfactory	5
Composite Mean	3.49	Very Satisfactory	

As discussed in Table 5, the respondents perceived that the school administrator gather all important facts to make informed decisions to avoid hasty and haphazard decisions which got the highest weighted mean of 3.5257 and the highest rank of 1. The findings suggested that school administrators gather all important facts to make informed decisions, thereby avoiding hasty and haphazard choices. This practice underscores a deliberate and systematic approach to decision-making among administrators, where thorough research and data collection are prioritized to ensure comprehensive understanding of issues and potential impacts. By gathering pertinent facts, administrators can assess various perspectives, anticipate challenges, and weigh different options before reaching conclusions. This methodical approach helps mitigate risks, promotes transparency, and enhances the credibility of decisions within the school community. It also fosters confidence among stakeholders that decisions are based on reliable information and aligned with organizational goals and priorities. Democratic leadership style in school administration is recommended for effective decision making, ensuring industrial peace, institutional harmony, and goal attainment (Ike, 2022).

However, the said group of respondents observed that the school administrator use an understanding of broader organizational issues to improve decision-making which yielded the least weighted mean of 3.4286 and least rank of 5. The findings suggested that the said group of respondents observed school administrators using an understanding of broader organizational issues to improve decision-making. This observation indicates a strategic leadership approach where administrators consider the broader context, implications, and interdependencies within the organization when making decisions. By leveraging an understanding of broader organizational issues, administrators can anticipate impacts, align decisions with overarching goals and strategies, and promote coherence across different departments or functions. This approach not only enhances the quality and effectiveness of decisions but also fosters alignment with the school's mission, vision, and values. Mustafa et al. (2023) stated that secondary school administrators play a crucial role in school improvement through leadership, communication, and decision-making, but face challenges like limited resources and resistance to change.

The composite mean of 3.49 implied that the school administrators supervisory skills as observed by the teachers in terms of decision-making was within high level. The findings suggested that teachers observed school administrators' supervisory skills in terms of decision-making to be within a high level. This observation indicates that teachers perceive administrators as effectively making informed, strategic decisions that positively impact the school community. Administrators with high-level decision-making skills likely demonstrate the ability to consider multiple perspectives, gather relevant information, and weigh various factors before reaching conclusions. Teachers' perception of high-level decision-making skills among administrators suggests confidence in their leadership's

ability to navigate challenges, allocate resources effectively, and prioritize initiatives that support educational objectives. It also reflects administrators' capacity to foster transparency, collaboration, and trust within the school environment by involving stakeholders in decision-making processes when appropriate. According to Cornito (2021), a balanced approach combining centralized and decentralized decision-making is essential for optimal school performance and autonomy.

School Administrators Supervisory Skills as Observed by the teachers in Terms of Planning and Organizing

Table 6. *School Administrators Supervisory Skills as Observed by the teachers in Terms of Planning and Organizing*

Planning and Organizing	Mean	Interpretation	Rank
Our school administrator....			
1. understand the time frame available and create plan according to the set duration.	3.4686	Very Satisfactory	5
2. translate broad goals into action plans and establish both short-term and long-term goals to meet departmental objectives.	3.9886	Very Satisfactory	1
3. consult teachers and seek their suggestions when developing a plan.	3.5030	Very Satisfactory	3
4. make follow-ups of every school activity to ensure the plan is being followed and the project is on track.	3.5657	Very Satisfactory	2
5. establish authorities and give focus to tasks that need to be prioritized.	3.5029	Very Satisfactory	4
Composite Mean	3.605	Very Satisfactory	

As shown in Table 6, the respondents perceived that the school administrator translate broad goals into action plans and establish both short-term and long-term goals to meet departmental objectives which got the highest weighted mean of 3.9886 and the highest rank of 1. The findings suggested that school administrators translate broad goals into action plans and establish both short-term and long-term goals to meet departmental objectives. This strategic approach reflects administrators' ability to bridge overarching aspirations with concrete steps that guide operational and educational initiatives within the school. By translating broad goals into actionable plans, administrators provide clarity and direction for staff, ensuring alignment with organizational priorities and educational standards. Short-term goals offer immediate milestones for progress, while long-term goals promote sustained growth and achievement over time. This structured approach supports effective resource allocation, facilitates monitoring and evaluation of progress, and enhances accountability across departments. School administrators play a crucial role in implementing and sustaining professional learning communities, which can improve student performance and organizational capacity in schools (Plank, 2020).

However, the said group of respondents observed that the school administrator understand the time frame available and create plan according to the set duration which yielded the least weighted mean of 3.4686 and least rank of 5. The findings suggested that the said group of respondents observed school administrators as understanding the time frame available and creating plans according to the set duration. This observation highlights administrators' ability to effectively manage timelines and deadlines in their planning and decision-making processes. By comprehending available time frames, administrators can develop realistic and achievable plans that align with organizational goals and priorities. Creating plans based on set durations allows administrators to optimize resources, allocate tasks appropriately, and ensure that initiatives are implemented efficiently within specified timelines. This strategic approach supports effective project management, enhances organizational efficiency, and minimizes the risk of delays or disruptions in achieving desired outcomes. According to Atiş & Dilbaz (2022), school administrators should develop human, technical, and organizational skills to increase school effectiveness, as identified by teachers.

The composite mean of 3.605 implied that the school administrators supervisory skills as observed by the teachers in terms of planning and organizing is within high level. The findings suggested that teachers observed school administrators' supervisory skills in terms of planning and organizing to be within a high level. This observation indicates that teachers perceive administrators as proficient in effectively organizing and coordinating tasks, resources, and initiatives within the school environment. Administrators with high-level planning and organizing skills likely demonstrate the ability to set clear goals, establish efficient workflows, and allocate resources strategically to support educational objectives. Teachers' perception of high-level planning and organizing skills among administrators suggests confidence in their leadership's ability to create structured and efficient processes that enhance productivity and promote a positive school climate. Administrators who excel in this area also prioritize transparency, collaboration, and accountability, ensuring that plans are aligned with the school's mission and responsive to the needs of students and staff. Student administration involves managing and organizing student data from acceptance to graduation, with skilled education staff managing data to ensure smooth administrative processes (Puteri, 2020).

School Administrators Supervisory Skills as Observed by the teachers in Terms of Promoting Optimal Performance

As shown in Table 7, the respondents perceived that the school administrator explain to the teachers the relationship ship of individual performance goals to the organizational objectives highest weighted mean of 3.5429 and the highest rank of 1. The findings suggested that school administrators explain to teachers the relationship of individual performance goals to organizational objectives. This practice indicates a strategic approach to leadership where administrators clarify how teachers' individual goals and achievements contribute to broader organizational goals and priorities. By establishing this connection, administrators help align personal aspirations with institutional strategies, fostering a sense of purpose, alignment, and commitment among educators. Explaining the relationship between individual performance goals and organizational objectives also promotes transparency and accountability within the school

community.

Table 7. *School Administrators Supervisory Skills as Observed by the teachers in Terms of Promoting Optimal Performance*

Promoting Optimal Performance	Mean	Interpretation	Rank
Our school administrator....			
1. explain to the teachers the relationship ship of individual performance goals to the organizational objectives.	3.5629	Very Satisfactory	1
2.motivate the teachers to perform well and acknowledge their accomplishments.	3.4914	Very Satisfactory	3
3.involve teachers in goal setting and in accomplishing the set goals.	3.4971	Very Satisfactory	2
4. identify talent, skills, and development and the training needs of teachers.	3.4971	Very Satisfactory	2
5. empower the teachers by designating them various responsibilities in the organization and conduct timely and effective performance appraisals.	3.4343	Very Satisfactory	4
Composite Mean	3.492	Very Satisfactory	

It enables teachers to understand how their contributions impact overall school success and student outcomes. This understanding encourages collaboration, promotes a shared vision, and motivates teachers to actively participate in achieving collective goals. School administrators' involvement in school-based health promotion can be categorized into three themes (Collaboration, Advocacy, and Support), with no qualitative differences between professional levels, professional groups, or content focus (Webster et al., 2020).

However, the said group of respondents observed that the school administrator empowers the teachers by designating them various responsibilities in the organization and conduct timely and effective performance appraisals which yielded the least weighted mean of 3.4343 and least rank of 4. The findings suggested that school administrators empower teachers by assigning them various responsibilities within the organization and conducting timely and effective performance appraisals. This approach reflects a collaborative leadership style where administrators delegate authority and encourage teacher involvement in decision-making and organizational initiatives. By entrusting teachers with responsibilities, administrators foster a sense of ownership, professional growth, and accountability among educators. Timely and effective performance appraisals further demonstrate administrators' commitment to supporting teacher development and enhancing instructional quality. These evaluations provide constructive feedback, recognize achievements, and identify areas for improvement, thereby facilitating ongoing professional growth and enhancing overall teaching effectiveness. According to Saggaf et al. (2021), positive principal leadership significantly influences teacher performance in secondary schools, leading to improved teaching and learning outcomes.

The composite mean of 3.492 implied that the school administrators supervisory skills as observed by the teachers in terms of promoting optimal performance is within high level. The findings suggested that teachers observed school administrators' supervisory skills in terms of promoting optimal performance to be within a high level. This observation indicates that teachers perceive administrators as effectively fostering an environment that supports and enhances the performance of teachers and staff. Administrators with high-level supervisory skills in promoting optimal performance likely demonstrate the ability to motivate, mentor, and provide resources to empower educators to excel in their roles. Teachers' perception of high-level performance promotion among administrators suggests confidence in their leadership's ability to create conditions for professional growth, collaboration, and innovation. Administrators who excel in this area also prioritize professional development opportunities, recognize achievements, and facilitate open communication to support continuous improvement in teaching practices. School administrators play a crucial role in implementing effective teacher induction and mentoring programs, ensuring teacher retention and development. (Kutsyuruba & Walker, 2020).

School Administrators Supervisory Skills as Observed by the teachers in Terms of Achieving Technical and Professional Knowledge

Table 8. *School Administrators Supervisory Skills as Observed by the teachers in Terms of Achieving Technical and Professional Knowledge*

Achieving Technical and Professional Knowledge	Mean	Interpretation	Rank
Our school administrator....			
1. apply rules and regulations to teachers and explain the impact of these policies to the school.	3.5486	Very Satisfactory	2
2. understand budgetary constraints and managed cost associated with the organization.	3.5314	Very Satisfactory	3
3. stay abreast with current development and trends in all relevant areas of my work.	3.5143	Very Satisfactory	5
4. involve myself in different professional associations.	3.56	Very Satisfactory	1
5. maintain knowledge and apply policies and procedures in school for the stakeholders.	3.52	Very Satisfactory	4
Composite Mean	3.534	Very Satisfactory	

As presented in in Table 8, the respondents perceived that the school administrators involve themselves in different professional associations which got the highest weighted mean of 3.56 and the highest rank of 1. The findings suggested that school administrators involve themselves in different professional associations. This practice indicates a commitment to professional growth, networking, and staying informed about current trends, best practices, and innovations in education. By participating in professional associations, administrators have opportunities to collaborate with peers, access resources, attend conferences, and engage in professional

development activities that enhance their leadership skills and knowledge. Involvement in professional associations also allows administrators to stay abreast of changes in educational policies, advancements in teaching methodologies, and emerging research in their field. This continuous learning enables them to make informed decisions, implement effective strategies, and advocate for the needs of their school community within broader educational contexts. In relation, Kaya (2020) stated that knowledge management in education systems can transform schools and enable the transfer of new knowledge and technologies to students, benefiting both administrators and students.

However, the said group of respondents observed that the school administrators stay abreast with current development and trends in all relevant areas of my work which yielded the least weighted mean of 3.5143 and least rank of 5. The findings suggested that school administrators stay abreast of current developments and trends in all relevant areas of their work. This proactive approach indicates a commitment to continuous professional development and staying informed about advancements in education, administration, and related fields. By staying current with developments and trends, administrators can effectively adapt strategies, implement best practices, and address emerging challenges within the school environment. Staying abreast of current developments enables administrators to make informed decisions, anticipate future needs, and leverage opportunities for improvement. It also enhances their ability to provide leadership, support staff, and foster a culture of innovation and excellence in educational practices. According to Özdoğru (2022), school administrators' behaviors, such as administrative, effective communication, personality traits, and meeting social needs, positively impact teachers' professional belonging.

The composite mean of 3.79 implied that the school administrators supervisory skills as observed by the teachers in terms of achieving technical and professional knowledge was at high level. The findings suggested that teachers observed school administrators' supervisory skills in terms of achieving technical and professional knowledge to be at a high level. This observation indicates that teachers perceive administrators as proficient in acquiring, applying, and disseminating technical expertise and professional knowledge relevant to educational leadership and administration. Administrators with high-level skills in achieving technical and professional knowledge are likely to prioritize ongoing professional development, mentorship, and collaboration with educators and staff. They demonstrate a commitment to staying informed about current educational trends, research findings, and best practices, which enhances their ability to make informed decisions and provide effective leadership within the school community. Principals play a crucial role in maximizing staff potential and achieving better institutional results through recruitment, professional growth opportunities, capacity building, and staff retention (Shell, 2023).

Significant Difference Between the Perceptions of the Two Groups of Respondents

Table 9. *Difference observed between the perception School Administrators and teachers*

Difference observed between the perception of School Administrators and teachers in terms of Supervisory Skills:	Mean	Std. Deviation	Std. Error Mean	t-value	Interpretation	Decision
Decision Making	-0.01684	0.30689	0.03149	-0.535	Not Significant	Accept Ho
Planning And organizing	-0.17684	0.29299	0.03006	-5.883	Not Significant	Accept Ho
Promoting Optimal Performance	0.01895	0.3143	0.03225	0.588	Not Significant	Accept Ho
Achieving Technical and Professional Knowledge	-0.00632	0.31482	0.0323	-0.196	Significant	Reject Ho

Table 9 presented a comparative analysis of the perceptions between school administrators and teachers across four areas: Decision Making, Planning and Organizing, Promoting Optimal Performance, and Achieving Technical and Professional Knowledge. The results indicate that for Decision Making, the mean difference is -0.01684, with a t-value of -0.535, showing no significant difference, leading to the acceptance of the null hypothesis (Ho). Similarly, in Planning and Organizing, the mean difference is -0.17684, and the t-value is -5.883, yet this difference is also deemed not significant, thus Ho is accepted. For Promoting Optimal Performance, the mean difference of 0.01895 and a t-value of 0.588 show no significant difference, resulting in the acceptance of Ho. However, in the area of Achieving Technical and Professional Knowledge, the mean difference is -0.00632 with a t-value of -0.196, which indicates a significant difference, leading to the rejection of Ho. Overall, the findings suggest that school administrators and teachers have generally similar perceptions in most areas, except for Achieving Technical and Professional Knowledge, where a notable difference is observed.

The findings suggested that there were generally similar perceptions between school administrators and teachers across most areas, with a few notable exceptions. In terms of Decision Making, there is no statistically significant difference between the two groups, leading to the acceptance of the null hypothesis (Ho). This indicates that both groups perceive their roles in decision-making similarly. For Planning and Organizing, despite a slight variation, there is no significant difference, suggesting that both administrators and teachers have comparable views on planning and organizing tasks.

When examining Promoting Optimal Performance, the lack of a significant difference implies that both groups have a similar perception of promoting performance within the school environment. However, the area of Achieving Technical and Professional Knowledge presents a different picture. Here, the significant difference indicates that school administrators and teachers have differing perceptions regarding the achievement of technical and professional knowledge, with administrators possibly perceiving themselves as less proficient in this area compared to teachers. Acera et al. (2023) stated that the school administrators' leadership practices significantly

impact teachers' performance, with a strong correlation between their practices and overall school performance.

Engagement of School Administrators in Professional Development Programs

Engagement of School Administrators based on themselves in Professional Development Programs

Table 10. *Engagement of School Administrators based on themselves in Professional Development Programs*

Professional Development Programs	Mean	Interpretation	Rank
Curriculum Alignment Workshops	3.52	Very Actively Engaged	3
Training in Computer Literacy Skills	3.4343	Very Actively Engaged	8
Professional Conference	3.56	Very Actively Engaged	1
Seminars (per subject area)	3.5486	Very Actively Engaged	2
Speech Drill and Grammar Review (Capacity Building)	3.4686	Very Actively Engaged	5
Program Sharing	3.5053	Very Actively Engaged	4
Presentation of Papers at Conference and Workshops	3.4421	Very Actively Engaged	7
School In-Service Training	3.4632	Very Actively Engaged	6
Composite Mean	3.489	Very Actively Engaged	

As presented in in Table 10, the respondents stated that the school administrators were more very much actively engaged in Professional Conference which got the highest weighted mean of 3.56 and the highest rank of 1. The findings suggested that school administrators were very actively engaged in professional conferences. This observation highlights their proactive approach to professional development and networking within the educational community. By participating in professional conferences, administrators have opportunities to exchange knowledge, learn from experts in the field, and stay updated on the latest research, trends, and best practices in education. Active engagement in professional conferences allows administrators to bring back valuable insights and strategies to enhance teaching methodologies, school management practices, and student outcomes. It also facilitates collaboration with peers, fosters partnerships with educational stakeholders, and promotes continuous improvement in educational leadership and administration.Professional development programs for early childhood educators positively impact preschool children's outcomes, particularly when aligned with the program's content and delivered through coaching and shorter programs (Brunsek et al., 2020).

However, the said group of respondents observed that the school administrators were also very much actively engaged in Training in Computer Literacy Skills which yielded the least weighted mean of 3.4343 and least rank of 8. The findings suggested that school administrators were also very actively engaged in training in computer literacy skills. This observation underscores their commitment to staying current with technological advancements and acquiring essential digital competencies relevant to educational leadership and administration. Active engagement in training for computer literacy skills allows administrators to enhance their proficiency in using technology for administrative tasks, data analysis, communication, and educational purposes. It equips them with the knowledge and skills needed to leverage technology effectively to support teaching and learning initiatives within the school. According to Medallo & Constantino (2020), collaboration among school administrators in the Teachers' Professional Development Program is high except for citizen power/proactivity, with information dissemination, resources, time management, and commitment being the main barriers.

The composite mean of 3.489 implied that the respondents was very actively engaged in terms of Professional Development Programs. This observation highlighted their proactive approach to continuous learning, skill enhancement, and professional growth within their respective roles. Actively engaging in professional development programs allows respondents to stay updated on industry trends, acquire new knowledge and skills, and enhance their effectiveness in their professional capacities. Participation in professional development programs enables respondents to expand their expertise, stay abreast of best practices, and foster innovation within their field. It also supports career advancement opportunities, strengthens professional networks, and promotes a culture of lifelong learning and improvement. Jayaweera & Weligamage (2021) stated that professional development of educational leaders improves student performance and school management, but more sophisticated, comprehensive, and sustainable training is needed for better performance and management.

Engagement of School Administrators based on the teachers in Professional Development Programs

Table 11. *Engagement of School Administrators based on the teachers in Professional Development Programs*

Professional Development Programs	Mean	Interpretation	Rank
Curriculum Alignment Workshops	3.5029	Very Actively Engaged	4
Training in Computer Literacy Skills	3.5029	Very Actively Engaged	4
Professional Conference	3.5314	Very Actively Engaged	2
Seminars (per subject area)	3.5029	Very Actively Engaged	4
Speech Drill and Grammar Review (Capacity Building)	3.5543	Very Actively Engaged	1
Program Sharing	3.5029	Very Actively Engaged	4
Presentation of Papers at Conference and Workshops	3.4857	Very Actively Engaged	5
School In-Service Training	3.5143	Very Actively Engaged	3
Composite Mean	3.514	Very Actively Engaged	

As presented in in Table 11, the respondents stated that the school administrators were more very much actively engaged in Speech Drill and Grammar Review (Capacity Building) which got the highest weighted mean of 3.5543 and the highest rank of 1. This observation underscored their dedication to fostering effective communication skills and linguistic proficiency within the school community. By actively participating in speech drill and grammar review activities, administrators demonstrate their commitment to promoting language fluency, clarity, and grammatical accuracy among students and staff. Engagement in speech drill and grammar review sessions enables administrators to support language acquisition, communication competence, and academic success among learners. It also reflects their leadership in reinforcing foundational skills essential for effective verbal and written expression. Secondary school principals face barriers in pursuing professional development programs, highlighting the importance of teamwork and recommending separate administrative trainings specifically designed for them (Nasreen et al., 2020).

However, the said group of respondents observed that the school administrators were also very much actively engaged in Presentation of Papers at Conference and Workshops which yielded the least weighted mean of 3.4857 and least rank of 5. his observation highlights their proactive involvement in sharing expertise, exchanging ideas, and contributing to professional discourse within the educational community. Active participation in presenting papers at conferences and workshops allows administrators to showcase innovative practices, research findings, and insights that contribute to advancements in educational leadership and administration. It also provides opportunities to network with peers, collaborate on research initiatives, and gain valuable feedback from colleagues and experts in the field. Position-based development of key high-school administrators can be achieved through a master plan, recruitment, professional training, assessment, and a supportive environment (Thanh & Khoa, 2022).

The composite mean of 3.514 implied that based on the perception of the teachers, the school administrators were very actively engaged in terms of Professional Development Programs. This observation indicated that teachers perceive administrators as actively participating in and supporting initiatives aimed at enhancing their knowledge, skills, and effectiveness in educational leadership and administration. Administrators' active engagement in professional development programs demonstrates their commitment to continuous learning, staying abreast of industry trends, and improving their ability to lead effectively. By investing in professional development, administrators not only enhance their own professional growth but also contribute to the overall development and success of their school community. According to Brown (2021), professional development for educators can enhance the social and emotional development of gifted children by enhancing their understanding of curriculum, local context, and local initiatives.

Relationship between the supervisory skills of the school administrators and the level of engagement of teachers in professional development programs

Table 12. *Relationship between the supervisory skills of the school administrators and the level of engagement of teachers in professional development programs*

Variable	r-value	p-value	Decision	Interpretation
Supervisory skills of the school administrators and the level of engagement of teachers	0.067	0.258	Accept Ho	Not Significant

Table 12 presented the relationship between the supervisory skills of school administrators and the level of engagement of teachers, with an r-value of 0.067 and a p-value of 0.258. The r-value indicated a very weak positive correlation between the two variables, suggesting that as supervisory skills improved, teacher engagement slightly increased, though the relationship was minimal. The p-value of 0.258 was greater than the typical significance level of 0.05, indicating that the observed correlation was not statistically significant and was likely due to chance. Despite the table's decision to reject the null hypothesis, the correct interpretation should have been to accept the null hypothesis (Ho), as the p-value did not support a significant relationship. Therefore, there was no meaningful relationship found between the supervisory skills of school administrators and the level of engagement of teachers, and any observed correlation was likely coincidental.

The results showed a very weak positive correlation between the supervisory skills of school administrators and the level of engagement of teachers. This suggests that as supervisory skills improved, there was a slight tendency for teacher engagement to increase, although this relationship was found to be minimal. According to Saleem (2021), schoolteachers have a positive attitude towards the continuous professional development program, which may improve student-teacher interaction and learning skills through continuous assessment.

Professional Capability Program

Table 13 outlines a series of Professional Capability Programs tailored for school administrators to enhance leadership effectiveness and cultivate a positive school environment. The Inclusive Decision-Making Workshop aims to improve administrators' skills in engaging stakeholders and fostering transparency within the school community, with a targeted completion timeframe of 3 months. The Strategic Planning and Leadership Development program extends over 6 months, focusing on equipping administrators with strategic planning abilities and enhancing organizational alignment and accountability. Meanwhile, the Continuous Professional Development Initiative emphasizes lifelong learning and innovation among administrators and staff, designed as an ongoing program with annual reviews to stay current with educational trends. The Communication and Collaboration Seminar, completed within 2 months, aims to enhance communication channels and collaborative practices among stakeholders. Lastly, the Ethical Leadership and Accountability Program, spanning 4 months, aims to reinforce ethical standards and practices while implementing accountability

measures in decision-making processes. These programs are structured to address specific leadership competencies crucial for fostering a supportive school environment and achieving sustained improvement in educational outcomes.

Table 13. *Proposed Professional Capability Program*

Program Name	Objectives	Timeframe
Inclusive Decision-Making Workshop	- Enhance skills in engaging stakeholders in decision-making processes - Foster transparency and trust within the school community.	Quarterly
Strategic Planning and Leadership Development	- Develop strategic planning skills. - Learn to translate goals into actionable plans - Strengthen organizational alignment and accountability.	Quarterly
Continuous Professional Development Initiative	- Promote lifelong learning among administrators and staff. - Stay current with educational trends and best practices. - Foster a culture of innovation and growth.	Quarterly
Communication and Collaboration Seminar	- Improve communication channels and techniques. - Enhance collaboration among stakeholders. - Ensure clarity and alignment in goal setting.	Quarterly

Conclusions

Several insightful conclusions emerged based on the comprehensive findings across various dimensions of school administration and teacher perceptions. Throughout the study, school administrators were consistently perceived as actively engaging stakeholders in decision-making processes, which proved pivotal in fostering transparency and ownership among teachers and community members alike. This participatory approach enhanced the quality of decisions made and contributed significantly to organizational coherence and buy-in.

Administrators demonstrated a robust capacity for translating overarching goals into actionable plans, effectively managing timelines, and strategically prioritizing tasks. This structured approach was instrumental in promoting operational efficiency and ensuring accountability within the school environment. Administrators fostered a supportive work culture where educators felt valued, motivated, and aligned with institutional objectives by empowering teachers through delegated responsibilities, regular performance appraisals, and collaborative goal-setting initiatives.

Furthermore, administrators exhibited notable proficiency in applying regulatory frameworks, managing budgets judiciously, and staying abreast of educational advancements. This competency underscored their ability to navigate governance challenges effectively and make informed, strategic decisions aligned with the school's mission and vision. It also highlighted their unwavering commitment to fiscal responsibility and resource optimization, which are critical factors in sustaining educational excellence and instilling a sense of security and confidence among stakeholders.

Across the board, there was a high degree of alignment between the perceptions of school administrators and teachers regarding leadership practices. This mutual understanding and shared perspective indicated a cohesive organizational culture where expectations were clear, and collaborative efforts were valued. Administrators' proactive engagement in professional development activities, such as attending conferences and enhancing technological competencies, further underscored their commitment to continuous learning and adaptation to evolving educational landscapes, inspiring and motivating others to do the same.

The study also identified a minimal yet positive correlation between administrators' supervisory skills and teachers' engagement in professional development. This finding suggested that effective leadership practices, including supportive supervision and opportunities for growth, could modestly influence teacher motivation and involvement in professional growth initiatives.

In conclusion, the research highlighted the pivotal role of administrators in shaping organizational culture, enhancing teacher morale, and ultimately, improving student outcomes. Their leadership practices influenced operational effectiveness and decision-making quality and fostered a supportive environment conducive to professional growth and educational excellence. Administrators can continue to drive positive change and innovation within their respective educational institutions by maintaining a proactive stance toward professional development and fostering inclusive decision-making processes. These insights underscored the importance of visionary and adaptive leadership in navigating the complexities of modern education and ensuring sustained success for all stakeholders involved.

Based on the conclusions drawn from the study on school administration and teacher perceptions, here are five key recommendations for administrators to enhance their leadership effectiveness and foster a positive school environment:

Administrators should prioritize promoting inclusive decision-making processes by actively engaging stakeholders such as teachers, parents, and community members. This approach enhances transparency and trust and ensures that decisions reflect diverse perspectives and align with the school's overarching goals.

Administrators should focus on enhancing their strategic planning and organizational skills. By developing and regularly updating comprehensive strategic plans that translate broad objectives into actionable steps, they can effectively manage resources, timelines,

and priorities across the institution.

Investing in continuous professional development for both them and staff is crucial.

Actively participating in conferences, workshops, and training programs and encouraging educators to do the same fosters a culture of lifelong learning and innovation within the school community.

Fourthly, administrators should prioritize strengthening communication and collaboration among all stakeholders. Establishing clear communication channels and regular forums for dialogue ensures that goals, expectations, and changes are effectively communicated and understood. This fosters a sense of cohesion and shared responsibility within the school. Lastly, emphasizing ethical leadership and accountability is essential. Administrators should uphold high integrity, fairness and respect standards in all interactions and decision-making processes. Implementing clear policies, conducting regular evaluations, and providing constructive feedback promotes a culture of accountability and trust throughout the school. By implementing these recommendations, administrators can cultivate a supportive and inclusive school environment where educators feel empowered, valued, and motivated to contribute to student success and overall school improvement.

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Affiliations and Corresponding Information

Gicel M. Lemu
Lipa City Colleges – Philippines

Dr. Melchor Espiritu
Lipa City Colleges – Philippines