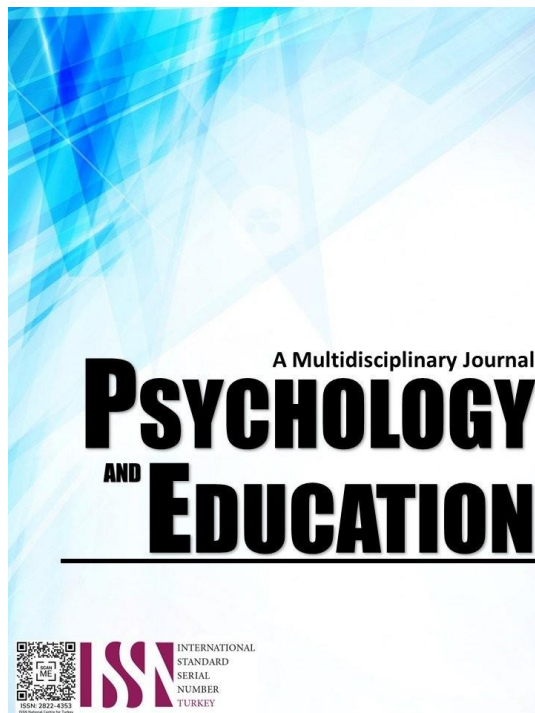


# **ASSESSING ADMINISTRATION MANAGEMENT SKILLS & STAKEHOLDER SATISFACTION IN LIPA CITY, BATANGAS GOVERNMENT OFFICES**



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## Assessing Administration Management Skills & Stakeholder Satisfaction in Lipa City, Batangas Government Offices

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### Abstract

This study explored the impact of supervisors' leadership competence on work climate within selected non-government organizations in Lipa City, Batangas. By analyzing data on supervisors' exercise of power styles, efficacy in various functions, and the overall work climate, the study revealed several key findings. The composite mean for the exercise of power styles was 3.75, indicating that supervisors demonstrated effective leadership practices in their work activities. Supervisors exhibited high efficacy in various areas: delivering instruction (mean = 3.74), conducting co-curricular and extra-curricular activities (mean = 3.72), providing guidance and counseling (mean = 3.70), participating in work programs (mean = 3.50), and managing classrooms (mean = 3.87). The status of the work climate was also positive, with a composite mean of 3.56, suggesting a warm and supportive environment, particularly in professional and interpersonal relationships. The study further investigated the effects of power styles, supervisor efficacy, and work climate on clients and subordinates' academic achievement, finding a composite mean of 3.57, which indicated a significant positive influence. Statistical analysis confirmed a highly significant relationship between clients and subordinates' academic achievement and the aforementioned variables, with adjusted  $r$  square values ranging from 0.9462 to 0.9943, surpassing the critical  $r$  value of 0.834 at the 0.01 level. This suggested that supervisors' leadership styles, efficacy, and the quality of the work climate significantly impacted clients and subordinates' academic success. The null hypothesis related to these variables was rejected, affirming that leadership competence and work environment were crucial factors influencing educational outcomes.

**Keywords:** *efficacy, leadership, non-government organizations (NGOs)*

### Introduction

The exploration of leadership competence and its effects on organizational work climates has become an area of significant focus across global, national, and local contexts. This growing interest highlights the critical role of effective leadership in shaping work environments and influencing the overall success of organizations, particularly within non-government organizations (NGOs). This study was undertaken to investigate the outcomes of supervisors' leadership competence on work climate within selected NGOs in Lipa City, a province in the Philippines known for its diverse socio-economic landscape.

At a global level, leadership competence has long been recognized as a cornerstone of organizational success. Across various industries and sectors, including non-governmental organizations, the impact of leadership on work climate has been extensively documented. Effective leadership practices are shown to enhance work environments, which in turn improves organizational performance and employee satisfaction. Research has demonstrated that leaders who possess strong competencies in areas such as communication, decision-making, and emotional intelligence can foster positive work climates that promote employee well-being and productivity. Global organizations have increasingly adopted and adapted various leadership models and styles to better meet the evolving needs of their workforces and to achieve superior outcomes. For instance, transformational leadership, which emphasizes inspiring and motivating employees, has been linked to enhanced job satisfaction and organizational commitment. This broader global perspective underscores the importance of understanding how leadership competence can translate into tangible improvements in work climates and overall organizational effectiveness.

In the national context of the Philippines, the significance of leadership within NGOs has been highlighted by numerous studies and reports. In a country where NGOs play a crucial role in addressing social issues and contributing to community development, the effectiveness of supervisors is particularly pivotal. Supervisors in these organizations are expected not only to manage tasks but also to cultivate a positive work climate that aligns with the goals of the organization. Research in the Philippine context has shown that supervisors' efficacy in areas such as instructional delivery, guidance, and participation in work programs is closely linked to the quality of the work environment. For example, effective guidance and counseling by supervisors can significantly impact employee motivation and engagement, leading to a more supportive and productive work climate. The findings of such studies underscore the need for a deeper understanding of how leadership competence affects work climates within the NGO sector in the Philippines. This national perspective highlights the critical role of leadership in fostering organizational success and emphasizes the need for targeted leadership development programs to enhance work environments across various sectors.

Locally, within Lipa City, the study aimed to investigate the specific dynamics of leadership competence and work climate within selected NGOs. Lipa City presents a unique socio-economic context characterized by its developmental challenges and opportunities. The province's diverse economic activities, ranging from agriculture to local industries, create a distinct environment for NGOs operating in the region. Understanding how supervisors' leadership practices influence work climates in this local context provides

valuable insights for improving organizational performance and employee satisfaction. The findings from this study are of relevance to local stakeholders, including NGO managers and policymakers, who seek to enhance the effectiveness of their organizations and create supportive work environments that are tailored to the local context. By examining the interplay between leadership competence and work climate in Lipa City, the study aims to provide actionable recommendations for improving organizational practices and fostering a positive work environment.

One of the primary challenges faced by the study is the limited generalization of its findings due to the specific context of Lipa City. The socio-economic and cultural characteristics of this province may significantly differ from those of other regions or countries, which could limit the applicability of the study's results beyond this particular setting. The unique conditions of Lipa City might not reflect the experiences of NGOs in different geographical or cultural environments, potentially affecting the broader relevance of the findings. To address this limitation, the study could include comparative analyses with NGOs from diverse regions to identify any universal or context-specific factors influencing leadership competence and work climate. Providing detailed contextual information about Lipa City will also aid in understanding the specific conditions under which the study's results were obtained, enhancing the interpretation of the findings within their local context.

Another significant problem that the study may encounter is potential bias in self-reported data. When evaluating supervisors' leadership competence and its impact on work climate, participants might present responses that reflect personal perceptions rather than objective realities. Supervisors may exaggerate their own effectiveness or minimize negative aspects of the work environment to appear more favorable. Similarly, employees might provide responses influenced by their personal relationships with supervisors or their current job satisfaction, rather than an accurate depiction of the work climate. This bias can undermine the accuracy and reliability of the study's results. To mitigate this issue, the study could employ multiple data sources, such as observations, peer reviews, and performance metrics, alongside self-reported surveys to create a more comprehensive and balanced view of leadership competence and work climate. Implementing robust data validation techniques and cross-referencing findings with objective measures can further help in reducing the impact of potential biases and enhancing the credibility of the study.

This study sought to explore the outcomes of supervisors' leadership competence on work climate within NGOs in Lipa City by integrating insights from global, national, and local perspectives. The investigation aimed to contribute valuable knowledge to the broader discourse on effective leadership and organizational development. By highlighting the importance of leadership practices in shaping work climates, the study sought to underscore the need for continuous leadership development and support to enhance organizational effectiveness and employee well-being.

## Research Questions

This study aimed to determine the effects of power styles or leadership competence, supervisor efficacy and work climate on the organizational achievement, specifically in selected non-government organizations in Lipa City, Batangas. More specifically, it sought to answers the following questions:

1. To what extent do the supervisors employ power styles or leadership practices in conducting varied work activities?
2. How do the supervisors manifest efficacy in their conduct of the following work functions/activities:
  - 2.1. instruction;
  - 2.2. co-curricular and extra-curricular activities;
  - 2.3. guidance;
  - 2.4. participation in work programs; and,
  - 2.5. office management?
3. What is the status of work climate prevailing in the works, as perceived by the supervisors?
4. To what extent are the effects of power styles, supervisor efficacy and work climate on the organizational achievement?
5. Is there a significant relationship between the extent of organizational achievement and the supervisors' exercise of power style, efficacy and work climate?
6. From the findings of the study, what plan of action can be proposed to strengthen further the supervisors' exercise of power styles, supervisor efficacy and work climate?

## Methodology

### Research Design

This study aims to determine the effects of power styles, supervisor efficacy and work climate on the organizational achievement, specifically in selected non-government organizations in Lipa City. To attain this purpose, the researcher utilized the descriptive method of research since it is deemed most appropriate in determining status and situations in relation to the research variables, the focus of the study. Garcia and Reganit (2019) cited that descriptive research aims to describe systematically, functionally, accurately and objectively a situation, problem or phenomena. Also, Calmorin and Calmorin (2019) cited that descriptive research focuses on the present condition, the purpose of which is to find new truth. Descriptive research is also valuable in providing facts on which scientific judgments may be based.

The researcher prefers this method of research for it is widely used doing scientific research such that, only few limitations are observed on its use. In descriptive research, the identification of the relationship that exists between variables concerned serves to generate an answer to the hypothesis.

### **Respondents**

The respondents of the study include 119 administrators and supervisors from selected non-government organizations in Lipa City. Purposive sampling was used to determine the exact number of respondents. The study determined the desired sample size in ratio and proportion using the Raosoft's formula with a confidence level of 95% and a margin of error of 5%. The participating institutions were namely Philippine Constructors Association, CARE Philippines, Haribon Foundation, Bantay Kalikasan, UNICEF Philippines, Center for Economic and Policy Research, and Environmental Center of the Philippines Foundation.

### **Instrument**

The questionnaire was used as the main data-gathering instrument. It is composed of four parts. The first part focuses on power styles or leadership practices employed by the supervisors in conducting varied work activities, while the second part is on their manifestation of efficacy in the conduct of instruction, co-curricular and extra-curricular activities, guidance, participation in work programs and office management. The third part deals with the status of work climate prevailing in the works and the fourth and last part assessed the effects of power styles, supervisor efficacy and work climate on the organizational achievement based on their participation in varied office and work activities, enhancement of socialization and leadership skills and performance in tests, assignments and projects.

The instrument underwent content validation by the research adviser and other experts in the field of thesis writing. The questionnaire was presented to graduate school professors of Lipa City Colleges Graduate School. Then, a trial run of the instrument was conducted to 10 supervisors in a work not covered by the study. They were not included as actual respondents but were used only for validation purposes to determine whether the contents of the questionnaire are comprehensible and reliable.

The result of the trial survey was analyzed and interpreted through the use of Split-Half method in association with Pearson Product Movement Correlation and Spearman Brown Formula. Revisions were incorporated upon the suggestion of the research adviser and finally it was administered to the actual respondents.

### **Procedure**

After validating the instrument, the researcher prepared copies sufficient for the target population and sample respondents. Simultaneously, she prepared a letter of request to the work authorities, along with the questionnaire. It was during the delivery of the letter and copies of the questionnaire that she explained the details to guide the respondents in answering the items/indicators in the instrument. After sufficient time, she personally retrieved the copies of the questionnaire through the same channel as they were distributed. Right after, she tallied the responses and later sought the assistance of a statistician for the interpretation of data.

The secondary data were already organized and presented in Chapter 2. They were gathered through library-based research and surfing the Internet. On the other hand, the primary data were secured from the results of the administration of the research instrument. The response to each item of the questionnaire was tallied and presented in tabular form. Later, the results were interpreted.

### **Data Analysis**

The data gathered from the respondents were analyzed and interpreted through the application of the following statistical tools and procedures:

**Weighted Mean.** This was used to measure the extent by which the respondents assessed the given research variables in relation to power styles, supervisor's efficacy, work climate and on the effects of these variables on the organizational achievement, specifically for Research Problems 1, 2, 3 and 4.

**Pearson Product Moment Correlation Coefficient.** This statistic was used to validate the research instrument in association with Split Half Method and Spearman Brown Formula for transforming computed correlation into coefficient of reliability.

**Spearman Brown Formula.** This statistic was used to validate the research instrument, particularly in transforming computed Pearson  $r$  to coefficient of reliability.

**Simple Percentage.** This statistic was used to assess the status of work climate, specifically for Research Problem 3 in complement to Weighted Mean.

**Regression/Correlation.** This statistical tool was employed in testing the hypotheses of relationship between paired variables, specifically for Research Problem 5. The computer was used in this area.

### **Ethical Considerations**

In conducting the study on the outcomes of supervisors' leadership competence on work climate within NGOs in Lipa City, several ethical considerations were addressed to ensure the integrity and ethical soundness of the research. Foremost among these was the

principle of informed consent. Participants, including both supervisors and employees, were fully informed about the study's purpose, procedures, and potential impacts before agreeing to participate. This involved providing clear, comprehensible information about the study's goals, how their data would be used, and their right to withdraw at any time without facing any negative consequences. Ensuring that participants were aware of these aspects helped uphold their autonomy and allowed them to make informed decisions about their involvement.

Another critical ethical consideration was confidentiality. The study safeguarded participants' personal information and responses to maintain privacy and protect against any potential harm. Measures were implemented to anonymize or de-identify data to ensure that individuals could not be traced through their responses. Secure storage and handling of data were essential to prevent unauthorized access or breaches. Additionally, clear protocols were established for data sharing and reporting, ensuring that aggregated findings were presented in a manner that did not compromise individual confidentiality.

Voluntary participation was also a key ethical consideration. Participation in the study was entirely voluntary, and individuals were not coerced or pressured into taking part. Participants had the freedom to decide whether or not to participate without fear of repercussions or undue influence from supervisors or colleagues. The study ensured that all participants understood they could refuse to answer specific questions or withdraw from the study at any stage without any adverse effects on their employment or professional relationships.

Furthermore, the study addressed potential power imbalances. In a setting where supervisors and employees were involved, there was a risk that employees might feel obliged to provide favorable responses to avoid potential repercussions. To mitigate this, the study established clear boundaries and reassured participants that their responses would not affect their job security or professional standing. Providing a neutral and anonymous environment for participants to share their views helped minimize these power dynamics and encouraged honest feedback.

Lastly, the study considered the potential impact of its findings on the participants and the organization. Careful consideration was given to how the results were communicated and used, ensuring that they were applied constructively and did not harm the participants or their work environment. Ethical research practice involved not only adhering to these principles but also reflecting on the broader implications of the study and striving to contribute positively to the understanding and improvement of leadership practices and work climates.

## Results and Discussion

This part of the study gives 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.

### To what extent do the supervisors employ power styles or leadership practices in conducting varied work activities?

Table 1. *Power Styles Employed by the Supervisors in Conducting Work Activities*

Indicators	WM	R	QD
<i>Supervisors...</i>			
1. inspire clients and subordinates through role modeling of pleasant traits, values and behavior	3.87	3	GE
2. promote a climate of continuous learning to enable the clients and subordinates to be responsive and adaptable to changes	3.77	5	GE
3. demonstrate initiative in directing clients and subordinates towards accomplishment of office activities	3.81	4	GE
4. manifest consistency and resiliency in performing instructional function	4.11	1	GE
5. maintain emotional stability even in conflicting situations	3.36	8	ME
6. motivate and stimulate the clients and subordinates to participate actively in varied office activities	3.96	2	GE
7. use effective change processes in promoting continuous improvement in the work's program of activities	3.39	7	ME
8. promote the welfare of the clients and subordinates in a variety of ways	3.69	6	GE
Composite Mean	3.75		GE

Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent

Table 1 shows the power styles employed by the supervisors of Selected non government organizations in Lipa City in conducting varied work activities. Six items obtained great extent ratings from the respondents' assessment, foremost of which was that of manifesting consistency and resiliency in performing instructional function, as sustained by the highest weighted mean 4.11 in rank one. This finding describes the daily function of the supervisor which could be the reason for posting the item at the pedestal. What is most notable is the consistency and resiliency manifested in the supervisor's delivery of instruction which are some of the true characteristics of a leader. Shah (in Endaya, 2021) stressed that leaders are people who are persistent in face of setbacks. Further, Griffin (2020) cited consistency and stability as leadership traits.

In rank two, motivating and stimulating the clients and subordinates to participate actively in varied office activities obtained a weighted mean of 3.96, while 3.87 in rank three for that of inspiring the clients and subordinates through role modeling of pleasant traits, values and behavior. These findings lend support to the citation of Cavallari (in Rodriguez, 2021) – that leadership is inspiring people.

In rank four, that of demonstrating initiative in directing clients and subordinates towards accomplishment of office activities posted a



weighted mean of 3.81, while 3.77 in rank five on that of promoting a climate of continuous learning to enable the clients and subordinates to be responsive and adaptable to changes and 3.69 in rank six on that of promoting the welfare of the clients and subordinates in a variety of ways. Danfad (2020) stressed that the exercise of leadership roles include that of taking initiatives. Further, Tracy (2020) stated that true leaders will strike into the emotion of his or her followers.

On the other hand, two items obtained moderate extent rating from the respondents. These are using effective change processes in promoting continuous improvement in the work's program of activities and maintaining emotional stability even in conflicting situations, with respective weighted means of 3.39 and 3.36 in ranks seven and eight. These findings imply that change processes and conflicting situations moderately occur so that the responses of the supervisors are similarly related to the frequency of their occurrences. It should however be noted that the cited items also point out some of the features of power styles or leadership practices.

The enlightened leader of the new millennium understands strategic and operational aspects of change, and ensures change is undertaken positively – in ways that achieve outcomes, build capacity, and promote welfare. This is not about change for change sake, but about making work a more productive and fulfilling task (Martin, 2020).

As a whole, the composite mean of 3.75 indicates the respondents' great extent exercise of power styles or leadership practices in their performance of varied work activities. This implies that leadership qualities are essential traits that supervisors should possess and demonstrate in their performance of functions aimed at attaining educational goals.

The effective leader of the 21st Century, according to Griffin (2020), is whole and leads with heart, head, and soul. Leading through times changing more quickly than we can observe and interpret them is one of the great leadership challenges of the new millennium.

**How do the supervisors manifest efficacy in their conduct of the following work functions/activities: instruction; co-curricular and extra-curricular activities; guidance; participation in work programs; and office management?**

**Table 2. Supervisors' Efficacy in Terms of Conducting Instruction**

<i>Supervisors...</i>	<i>Efficacy in the Delivery of Instruction</i>	<i>WM</i>	<i>R</i>	<i>QD</i>
1. use varied mentoring strategies adapted to the nature of the topics taught and according to the needs, interests and capabilities of the clients and subordinates		3.98	3	GE
2. provide appropriate challenges for very capable clients and subordinates		3.36	7	ME
3. set up in proper sequence the lessons where drills and exercises are necessary		3.89	4	GE
4. utilize multimedia for instructional purposes		3.34	8	ME
5. demonstrate instructional competencies to facilitate the mentoring-learning process		4.12	1	GE
6. apply the art of good questioning to facilitate the use of Socratic method		4.05	2	GE
7. adjust the lessons according to the needs of the majority group		3.39	6	ME
8. provide an alternative explanation or example when the clients and subordinates find difficulty in understanding the lessons		3.81	5	GE
<b>Composite Mean</b>		<b>3.74</b>		<b>GE</b>

*Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent*

Table 2 manifests the supervisors' efficacy in terms of conducting or delivering instruction. In five of eight items, the respondents posted weighted means corresponding to great extent, the highest of which was 4.12 in rank one on that of demonstrating instructional competencies to facilitate the mentoring-learning process. Since the main function of the supervisor is to deliver instruction, it could be inferred from this finding that instructional competencies emanate from consistent practice. Hence, this item obtained the highest weighted mean.

In rank two, that of applying the art of good questioning to facilitate the use of Socratic method posted a weighted mean of 4.05, while 3.98 in rank three for that of using varied mentoring strategies adapted to the nature of the topics taught and according to the needs, interests and capabilities of the clients and subordinates. In rank four, setting up in proper sequence the lessons where drills and exercises are necessary obtained a weighted mean of 3.89, while 3.81 in rank five for that of providing an alternative explanation or example when the clients and subordinates find difficulty in understanding the lessons.

The cited findings indicate that mentoring is a highly technical process as it involves the use of varied strategies that are systematized for the purpose of adapting the process to the needs, interests and abilities of the clients and subordinates. The supervisors were found to be efficacious in the use of these strategies from sequencing of the lesson to art of questioning to conducting drills and exercises.

Meanwhile, the remaining three items which obtained moderate extent ratings are as follow: adjusting the lessons according to the needs of the majority group, providing appropriate challenges for very capable clients and subordinates, and utilizing multimedia for instructional purposes, with respective weighted means of 3.39, 3.36 and 3.34 in consecutive ranks of six to eight. These findings imply that the need to apply the cited items in the mentoring-learning process is just moderate. To be precise, the lessons are already sequenced, and the use of multimedia should not be very frequent. Further, there are but a few clients and subordinates who possess high level of capability and they are precisely those on top of the class. Hence, these are the probable reasons for the findings that were arrived at.

An instructional delivery involving the use of VCD/DVD or Power point or 16mm film, for example, is a multimedia presentation, in that, still pictures, text, graphics, motion picture, background sound as well as some narrations are synchronized and or combined at the same time in order to enhance learners' understanding of a concept. In this approach, timekeeping and coordination of different media are involved. It also includes use of interactive elements such as graphics, text, video, sound and animation at the same time to deliver lessons (Nkweke, 2020).

In totality, the composite mean of 3.74 interpreted as great extent indicates that the supervisors' efficacy in terms of delivering instruction can be described as very satisfactory. This finding could have probably resulted from experience in the job. Supervisors naturally become competent through the passing of time and exposure to mentoring hones their instructional competencies, along with their attending seminars and in-service trainings for the pursuit of professional growth and development.

Mullin, et al.'s (in Abraham, 2020) concept of Best Mentoring Practice stressed that effective mentoring is simply not a set of generic practices but a set of contexts or wise decision-making processes. Effective supervisors do not use the same set of practices for every lesson. Effective supervisors constantly reflect on their work, observe whether clients and subordinates are learning or not and then adjust their practices accordingly.

Table 3. *Supervisors' Efficacy in Terms of Conducting Co-Curricular and Extra-Curricular Activities*

<i>Supervisors...</i>	<i>Conducting Co-Curricular and Extra-Curricular Activities</i>	<i>WM</i>	<i>R</i>	<i>QD</i>
1. help the clients and subordinates think critically while performing co-curricular and extra-curricular activities		3.66	6	GE
2. motivate clients and subordinates who show low interest in co-curricular and extra-curricular activities		3.80	4	GE
3. make the clients and subordinates believe they can benefit from participating in co-curricular and extra-curricular activities		4.02	1	GE
4. integrate values in conducting co-curricular and extra-curricular activities		3.93	2	GE
5. foster creativity among the clients and subordinates		3.39	7	ME
6. demonstrate democratic practices in conducting co-curricular and extra-curricular activities		3.72	5	GE
7. promote unity among the clients and subordinates while conducting co-curricular and extra-curricular activities		3.87	3	GE
8. evaluate the results of co-curricular and extra-curricular activities for future reference		3.37	8	ME
	Composite Mean	3.72		GE

Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent

Table 3 indicates the supervisors' efficacy in terms of conducting co-curricular and extra-curricular activities. Six items obtained great extent rating from the respondents' assessment, foremost of which was that of making the clients and subordinates believe they can benefit from participating in co-curricular and extra-curricular activities, with the highest weighted mean of 4.02 in rank one. This item was most prioritized by the respondents probably because they feel it is the best motivation for the clients and subordinates to participate in the said activities. How they communicate this to the clients and subordinates is a matter of choice and decision. But what is most important is that the clients and subordinates must be informed of the benefits they can get from participating not only for additional grades but for their development of socialization and leadership skills which they may carry along throughout their life. It should be noted that intrinsic is better than extrinsic motivation.

In rank two, that of integrating values in conducting co-curricular and extra-curricular activities obtained a weighted mean of 3.93, while 3.87 in rank three for that of promoting unity among the clients and subordinates while conducting co-curricular and extra-curricular activities. These findings generally point out the spirit of unity and camaraderie inherent in participating in the cited activities, aside from the benefit of developing socialization and leadership skills.

In rank four, the item pertaining to that of motivating clients and subordinates who show low interest in co-curricular and extra-curricular activities obtained a weighted mean of 3.80, while 3.72 in rank five on that of demonstrating democratic practices in conducting co-curricular and extra-curricular activities. These findings point out the other ways by which supervisors conduct said activities, specifically on that of prioritizing the clients and subordinates who demonstrate lack of interest in these activities, along with practicing democratic principles therein.

The remaining indicator with great extent interpretation was that of helping the clients and subordinates think critically while performing co-curricular and extra-curricular activities got a weighted mean of 3.66 in rank six. This finding is best manifested in games and contests involving the use of critical thinking strategies to win.

On the other hand, the remaining two items obtained moderate extent interpretation. These are fostering creativity among the clients and subordinates and evaluating the results of co-curricular and extra-curricular activities for future reference, with respective weighted means of 3.39 and 3.37 in ranks seven and eight.

As a whole, the composite mean of 3.72 indicates a great extent efficacy of the supervisors in terms of conducting co-curricular and extra-curricular activities. It implies that these activities complement the delivery of instruction or curricular activities for the common purpose of developing the total personality of the learner. Hence, the role of the supervisor is not merely confined to the four corners

of the office but extends beyond.

Jha (2020) alleged that the development of the total personality of the client requires a variety of educative experiences which may contribute to a long, happy and normal life. In this regard, educational experiences should not only include formal knowledge to help him to develop intellectually and mentally but also impart lots of other experiences for his social, physical and spiritual development.

Sitra and Sasidhar (2021) alleged that clients and subordinates' involvement in co-curricular activities enhances their competencies. Hence, significant steps must be taken to assure that every client participates actively in co-curricular activities, which are headed by supervisors who are knowledgeable about that activity.

According to Clarkson (2020), the development of a client particularly on a residential campus undergoes varied curricular and co-curricular activities which offer exciting opportunities for intellectual, social, physical, attitudinal and personal growth.

Table 4. *Supervisors' Efficacy in Terms of Guidance*

<i>Supervisors...</i>	<i>Guidance</i>	<i>WM</i>	<i>R</i>	<i>QD</i>
1. welcome clients and subordinates when they confide personal or problems in work		3.84	3	GE
2. establish a relaxing mood when performing counseling function to help the clients and subordinates open up their predicaments		4.02	1	GE
3. make the clients and subordinates believe that every problem has a solution		3.68	5	GE
4. advise clients and subordinates on the career they are most suited to		3.37	8	ME
5. help the clients and subordinates who are in most need of guidance		3.77	4	GE
6. facilitate the counseling process through leveling		3.57	6	GE
7. accept clients and subordinates with warm and welcoming remarks and gestures		3.93	2	GE
8. demonstrate ability to penetrate and resolve even the deepest confessions of the clients and subordinates		3.38	7	ME
Composite Mean		3.70		GE

Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent

Table 4 reflects the supervisors' efficacy in terms of guidance. Six items obtained weighted means corresponding to great extent, the highest of which was 4.02 posted on that of establishing a relaxing mood when performing counseling function to help the clients and subordinates open up their predicaments. This manner of counseling is most commonly performed by the supervisors, as it is one step in the standard operating procedures for the purpose of bridging the gap between the counselor and the counselee.

In rank two, that of accepting clients and subordinates with warm and welcoming remarks and gestures obtained a weighted mean of 3.93, while 3.84 in rank three for that of welcoming clients and subordinates when they confide personal or problems in work. These findings also indicate the features of an effective way of counseling. As the supervisors perform this activity, the findings imply their competency in guidance. Hence, these findings lend support to the notable adage in education - that every supervisor is a counselor.

The other items which obtained great extent rating are as follow: helping the clients and subordinates who are in most need of guidance, making them believe that every problem has a solution and facilitating the counseling process through leveling, with respective weighted means of 3.77, 3.68 and 3.57 in consecutive ranks of four to six. These findings point out the other features of counseling that the supervisors follow.

Meanwhile, the remaining items obtained moderate extent rating in reference to those of demonstrating ability to penetrate and resolve even the deepest confessions of the clients and subordinates and advising clients and subordinates on the career they are most suited to, with respective weighted means of 3.38 and 3.37 in ranks seven and eight. These moderate findings could be attributable to the nature of the situation, which means that they occur only to such an extent. It implies that most of the problems opened up by the clients and subordinates are more common personal problems that don't need deep penetration into the situation. On the other hand, career counseling is more applicable during the transition period from high work to college.

As a whole, the composite mean of 3.70 indicates great extent performance by the supervisors of their guidance functions, which implies that counseling is an important part of the educative process.

The study of Arellano (2020) partly focused on guidance as an important part of the supervisor's function, along with establishing good relationship with parents to involve them in their children's educational activities.

Whiston & Quinby (2020) noted that work counseling interventions do serve to promote academic success. These interventions are strategic interventions in that they match the needs of the clients and subordinates with the intended outcome of the selected intervention and should be chosen based on empirical evidence. Strategic interventions can be delivered in several ways, among them as large office guidance, small group work and individual counseling.

While many structured office guidance programs focus on career awareness and study skills, conflict resolution is another area that work counselors focus on in office guidance lessons (Poynton, et al., 2020).

Table 5 explores the respondents' assessment of their efficacy in terms of participation in work programs. Six items obtained great extent weighted means, the highest of which was 3.67 on that of manifesting a sense of cooperativeness with co-supervisors while



working together. This finding is an indication of what commonly happens when the works are conducting programs. Supervisors usually are organized by working committees where each member is assigned a specific function and all are working together for the successful implementation of the program. In these situations, the supervisors cooperate with one another.

Table 5. *Supervisors' Efficacy in Terms of Participation in Work Programs*

<i>Supervisors...</i>	<i>Efficacy in Participating in Work Programs</i>	<i>WM</i>	<i>R</i>	<i>QD</i>
1. coordinate with the work head and co-supervisors in conducting and participating in work programs		3.64	2	GE
2. manifest a sense of cooperativeness with co-supervisors while working together		3.67	1	GE
3. welcome suggestions when confronted with decision-making situations		3.33	7	ME
4. observe punctuality in conducting and participating in work programs		3.52	4	GE
5. demonstrate professionalism in conducting and participating in work programs		3.58	3	GE
6. contribute to the attainment of the objectives of work programs		3.49	5	GE
7. help new supervisors adapt to the work culture during work programs		3.30	8	ME
8. subordinate self-vested interest to the interest of the whole organizations		3.46	6	GE
Composite Mean		3.50		GE

Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent

In rank two, that of coordinating with the work head and co-supervisors in conducting and participating in work programs got a weighted mean of 3.64, while 3.58 in rank three for that of demonstrating professionalism and 3.52 in rank four for that of observing punctuality. These findings point out coordination, professionalism and punctuality exercised by the supervisors to a great extent in conducting and participating in work programs.

In rank five, that of contributing to the attainment of the objectives of work programs obtained a weighted mean of 3.49, while 3.46 in rank six for that of subordinating self-vested interest to the interest of the whole organizations. These findings reflect the purposes of work programs, along with how the supervisors respond and contribute to the attainment of these purposes. Despite the many and varied tasks, the supervisors perform, they still devote time and effort, skills and techno craft for the good of the organizations.

On the other hand, the remaining items obtained moderate extent rating from the supervisors' assessment. These are welcoming suggestions when confronted with decision-making situations and helping new supervisors adapt to the work culture during work programs, with respective weighted means of 3.33 and 3.30 in ranks seven and eight. These findings could have been moderate probably due to its occurrence. Although every situation is a decision-making situation, it doesn't mean that there are always suggestions nor were their frequent occurrences of conflicting situations in the implementation of work programs since these are already kept intact in the works' schedule of activities, as an offshoot of the work heads' efficient planning. Further, it is not a tedious job to help new supervisors since these new ones are also professionals and fast learners who could readily adapt to whatever existing situations that occur in the works.

Summing up, the composite mean of 3.50 indicates to a great extent the efficacy of the supervisors in terms of conducting and participating in work programs. This implies their sense of adaptability, cohesion and unity, along with competencies and professionalism in the field. This finding lends support to the citation of Deshler, et al. (2020) on the role of the supervisors, the work heads and the work in totality in the implementation of a work program.

In implementing the work programs, Hughes (2020) stressed that an effective information dissemination campaign is one in which clients and subordinates and supervisors interact in ways that allow clients and subordinates to have an opportunity to maximize how much they learn and understand.

Table 6. *Supervisors' Efficacy in Terms of Office Management*

<i>Supervisors...</i>	<i>Office Management</i>	<i>WM</i>	<i>R</i>	<i>QD</i>
1. establish a positive office climate		4.0	3	GE
2. perform routine office activities efficiently		3.94	4	GE
3. maintain office discipline to avoid disturbance of activities		3.71	6	GE
4. establish a system of office rules and policies for guidance purposes		3.89	5	GE
5. set the office in proper decorum before starting the scheduled activity		4.07	2	GE
6. control disruptive behavior in the office		3.63	7	GE
7. clarify expectation about how the clients and subordinates should behave in varied office situations		3.59	8	GE
8. ensure the cleanliness and orderliness of the office		4.12	1	GE
Composite Mean		3.87		GE

Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent

Table 6 shows the respondents' assessment of the extent of supervisors' efficacy in terms of office management. All items obtained great extent rating, foremost of which was on ensuring the cleanliness and orderliness of the office, with the highest weighted mean of 4.12 in rank one, followed by that of setting the office in proper decorum before starting the scheduled activity, with a weighted mean of 4.07 in rank two. These findings picture out the common scenario in a work office. As a routine, these are maintained to a great extent by the supervisors.

In rank three, establishing a positive office climate got a weighted mean of 4.0, while 3.94 in rank four for that of performing routine office activities efficiently. Next in rank was that of establishing a system of office rules and policies for guidance purposes, with a weighted mean of 3.89, while 3.71 in rank six for that of maintaining office discipline to avoid disturbance of activities.

Finally in ranks seven and eight were the posted weighted means of 3.63 and 3.59 respectively on those of controlling disruptive behavior in the office and clarifying expectation about how the clients and subordinates should behave in varied office situations. All these findings point out the supervisors' expertise in office management. These findings are not questionable since the supervisors are the managers of the office and office management is one of the basic competencies that supervisors should demonstrate. It goes hand in hand with their performance of instructional function since it is not convenient to teach in a disorderly office.

As a whole, the composite mean of 3.87 points out the supervisors' great extent of efficacy in terms of office management. It implies that the supervisors perform this function very satisfactorily.

Drawing on a review of good practices in supervisor professional learning, Webster-Wright (2020) concluded that quality professional development must integrate theory with practice, enabling supervisors to make ongoing decisions about their office management practice within the context of deeply understood relevant theory.

Meanwhile, Moos (2020) stressed that one of the goals of office management is to create a positive office climate to maximize the clients and subordinates' opportunities for learning and office participation and then develop their sense of responsibility.

Table 7. Summary of Composite Mean Values on Supervisors' Efficacy

<i>Variables</i>	<i>Composite Mean</i>	<i>Interpretation</i>
Instruction	3.74	Great Extent
Co-Curricular and Extra-Curricular Activities	3.72	Great Extent
Guidance	3.70	Great Extent
Participation in Work Programs	3.50	Great Extent
Office Management	3.87	Great Extent
Average Composite Mean	3.71	Great Extent

Table 7 summarizes the results of the supervisors' assessment of their efficacy, with an average composite mean of 3.71 interpreted as great extent. The variables include instruction, co-curricular and extra-curricular activities, guidance, participation in work programs and office management. Respectively, their composite means were 3.74, 3.72, 3.70, 3.50 and 3.87, all interpreted as great extent. So far, the highest was 3.87 on office management, while the lowest was 3.50 on participation in work programs. These findings indicate that supervisors are efficacious, to a great extent. The average composite mean of 3.71 indicates great extent of efficacy demonstrated by the supervisors.

### What is the status of work climate prevailing in the works, as perceived by the supervisors?

Table 8. Status of Work Climate as Perceived by the Respondents

<i>Status of Work Climate</i>	<i>WM</i>	<i>R</i>	<i>QD</i>
1. The work implements program of activities as planned.	3.78	1	GE
2. Members of working committees on programs of activities are democratically selected.	3.67	3	GE
3. Every supervisor in the working committee is assigned functions that relate with self-interest and field of specialization.	3.59	4	GE
4. Work head and supervisors work harmoniously in implementing the work's program of activities.	3.72	2	GE
5. Freedom is enjoyed but to the extent of not breaking work policies.	3.39	7	ME
6. Socialization activities are included in the program of activities.	3.37	8	ME
7. Communication lines from top to bottom are open.	3.52	5	GE
8. Professional jealousy is discouraged by the work head.	3.43	6	GE
Composite Mean	3.56		GE

Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent

Table 8 on the following page manifests the status of work climate as assessed by the respondents. Six items obtained great extent rating from the respondents' assessment. The highest weighted mean of 3.78 was posted on that of the implementation of work programs as planned. This finding implies that a positive climate exists in the works as evidenced by the smooth implementation of programs.

In rank two, a weighted mean of 3.72 was obtained from the item that describes harmonious working relationship between the work head and the supervisors in the implementation of the work's program of activities. Likewise, a harmonious working relationship indicates a positive work climate.

In rank three, the democratic selection of members of the working committees on programs of activities got a weighted mean of 3.67. In rank four, the assigning of supervisors such functions that relate with self-interest and field of specialization obtained a weighted mean of 3.59. In the same vein, a positive work climate is traced when democratic procedures are exercised.

In rank five, a weighted mean of 3.52 on that of having open communication lines from top to bottom also indicates a positive work

climate; likewise, when professional jealousy is discouraged by the work head, as sustained by a weighted mean of 3.343 in rank six.

The remaining items obtained moderate extent rating from the respondents' assessment. These are "freedom is enjoyed but to the extent of not breaking work policies" and "socialization activities are included in the program of activities", with respective weighted means of 3.39 and 3.37 in ranks seven and eight. Although moderate in description, these two items also imply the existence of positive work climate.

As a whole, the composite mean of 3.56 interpreted as great extent indicates that a positive work climate exists in the work. Whether such positive degree is warm or slightly warm is presented in the next table.

**Table 9. Status of Work Climate as Perceived by the Respondents**

Status of Work Climate	Stably Warm		Fairly Warm	
	Frequency	Percentage	Frequency	Percentage
Professional Relationship	51	45.54	61	54.46
Interpersonal Relationship	39	34.82	73	65.18

On the status pertaining to professional relationship, 61 or 54.46 percent of the respondents posted responses on the "fairly warm" option, while 51 or 45.54 percent on that of "stably warm". On interpersonal relationship, 73 or 65.18 percent opted for "fairly warm", while 39 or 34.82 percent on that of "stably warm".

As a whole, the status of work climate is described as "fairly warm", as sustained by majority responses on both professional and interpersonal relationships. There is no apt comment on this finding since it may be derogatory to the whole work organizations.

Heskey (2020) averred that promoting a positive work culture will improve many different areas of client's behavior. In class, clients and subordinates who are in a positive climate will be more creative and perform better. Promoting a positive work culture will develop a sense of community which will make supervisors and clients and subordinates happier in their work. Improving a sense of community within the work is a way of reducing the sense of authoritarian hierarchy and empowering clients and subordinates to feel as if they are an important part of the work. Running informal extra-curricular activities will help to foster a sense of interaction between clients and subordinates and supervisor which will improve a sense of community. Kay (2020) alleged that creating this positive climate requires the supervisor to lead by example. Open lines of communication are the key to positive climates.

### **To what extent are the effects of power styles, supervisor efficacy and work climate on the organizational achievement?**

**Table 10. Effects of Power Styles, Supervisor Efficacy and Work Climate on the Organizational Achievement**

Effects	WM	R	QD
<i>The clients and subordinates...</i>			
1. manifest greater sense of interest and enjoyment in participating in office activities.	3.72	2	GE
2. show better socialization skills	3.56	5	GE
3. demonstrate enhanced leadership skills	3.47	6	GE
4. perform work assignments on time	3.67	3	GE
5. manifest an improved performance in tests	3.61	4	GE
6. become more responsible in performing office activities	3.36	8	ME
7. show cooperative attitude in office activities	3.76	1	GE
8. learn to minimize disruptive behavior in the office	3.38	7	ME
Composite Mean	3.57		GE

Legend: WM = Weighted Mean; R = Rank; QD = Qualitative Description; GE = Great Extent; ME = Moderate Extent

Table 10 shows the supervisors' assessment of the effects of power styles, supervisor efficacy and work climate on the organizational achievement. In six items, the posted weighted means obtained great extent qualitative description, the highest of which was 3.76 on that of showing cooperative attitude in office activities. This item could have been most prioritized by the supervisors as it is readily observable among the clients and subordinates. Even by being quiet, there is a sense of cooperative attitude since the act contributes to the avoidance of disturbance in the office.

Excerpts from the study of Orsos (2020) found out that a harmonious relationship between supervisor and clients and subordinates influences the latter's development of interest and enthusiasm in varied office activities.

In rank two, that of manifesting greater sense of interest and enjoyment in participating in office activities obtained a weighted mean of 3.72. This effect is also readily observable in the organizational reaction while performing cooperative learning or group activities. In rank three, that of performing work assignments on time got a weighted mean of 3.67, while 3.61 in rank four on that of manifesting an improved performance in tests. These findings are definitely observable since the supervisors check assignments and test papers.

Abromitis (2020) stressed that using plenty of positive reinforcement for desired behaviors, structuring group work to focus on team-building and specific social skills, and promoting thinking behaviors in the clients and subordinates, supervisors will achieve the positive office culture they desire, and enjoy a much more peaceful and productive work year.

Meanwhile, the showing of better socialization and leadership skills were in ranks five and six, with respective weighted means of 3.56

and 3.47. These skills are manifested mostly in group activities assigned to the clients and subordinates. Socialization is observable while they work with group members, while leadership is manifested in leading group mates and in reporting of group outputs.

The study of Silva (2020) on the utilization of cooperative learning strategies stressed that the socialization skills of the clients and subordinates are enhanced through these activities and they are contributory to the maintaining and promotion of a positive office climate deemed essential in the mentoring-learning process.

On the other hand, the remaining items which obtained moderate extent rating include those of learning to minimize disruptive behavior in the office and becoming more responsible in performing office activities, with respective weighted means of 3.38 and 3.36 in ranks seven and eight.

As a whole, the composite mean of 3.57, interpreted as great extent, is a concrete evidence of the effects of power style, supervisor efficacy and work climate on the organizational achievement. However, the foreseen limitation of this finding is that there is no assurance of the exact effect of each of the variables on the organizational achievement, since there are other intervening and extraneous variables that may also have effects on the organizational academic performance. There is no exact statistical tool and neither can there be an accurate technological instrument which can penetrate the working of the brain, since the individual is always and thoroughly governed by psychological impulses that affect at one time or at another the functioning of the senses. Even the emotion influences the functioning of the brain, such that there is a mistaken notion or misconception that we think merely with our minds. The fact is that our feelings influence our thoughts. The way we feel towards a variable influences our perception of such variable.

In conclusion to the discussed variable, let it be noted here that the assessed effects resulted from a combination and interaction of such variables as power style, supervisor efficacy and work climate. The effects of each variable are not specified in this study but those of all combined.

Viñas (2020) found out that instruction, through the utilization of a conglomeration of different mentoring strategies, helps improve the clients and subordinates' academic performance. The study of Katigbak (2020) asserted that the promotion of a positive office climate enhance organizational participation and performance in varied office activities. The study of Famatigan (2020) revealed a highly significant relationship between the effectiveness of theory-based instructional strategies and its effects on organizational academic performance. In the study of Magsino (2020) socialized discussion and recitation was found to have a good effect on the organizational participation and performance in the office.

Excerpts from the study of Orsos (2020) also included positive office climate as an avenue towards further improvement in the organizational participation and performance in varied office and work activities. Moreover, the study of Jennings and Greenberg (2020) proposed a model of the pro-social office that highlights the importance of supervisors' social and emotional competence (SEC) and wellbeing in the development and maintenance of supportive supervisor–client relationships, effective office management, and successful social and emotional learning program implementation.

### Is there a significant relationship between the extent of organizational achievement and the supervisors' exercise of power style, efficacy and work climate?

Table 11. *Test of Significant Relationship between the Organizational Achievement Compared with Power Style, Supervisor Efficacy and Work Climate*

<i>Variables</i>	<i>Adjusted r square</i>	<i>Critical r</i>	<i>Description</i>	<i>Decision Ho</i>
<i>Effects on Clients and subordinates Achievement Compared with:</i>				
Exercise of Power Style	0.9466	0.834 at 0.01	Highly Significant	Reject
Efficacy in Instruction	0.9462	0.834 at 0.01	Highly Significant	Reject
Efficacy in Conducting Co-Curricular and Extra-Curricular Activities	0.9656	0.834 at 0.01	Highly Significant	Reject
Efficacy in Guidance	0.9943	0.834 at 0.01	Highly Significant	Reject
Efficacy in Participating in Work Programs	0.9734	0.834 at 0.01	Highly Significant	Reject
Efficacy in Office Management	0.9911	0.834 at 0.01	Highly Significant	Reject
Work Climate	0.9748	0.834 at 0.01	Highly Significant	Reject

Table 11 on the following page shows the results of the test of significant relationship between the clients and subordinates achievement compared with power style, supervisor efficacy and work climate.

The table reveals highly significant relationship between the organizational achievement compared with power style, supervisor efficacy and work climate, as sustained by computed adjusted r square values ranging from 0.9462 up to 0.9943, all of which exceeded the critical r value of 0.834 at 0.01 level. Hence, the null hypothesis accorded to these areas of comparison was rejected. This finding implies that the organizational achievement is influenced by such variables as the supervisors' exercise of power style, efficacy in terms of instruction, conduct of co-curricular and extra-curricular activities, guidance, participation in work programs and office management, along with work climate. Further, the positive sign of the computed correlation signifies that an enhanced and strengthened power style, supervisor efficacy and work climate tends to improve to maximum extent the organizational participation



in work activities, performance in tests and projects and academic performance.

The study of Famatigan (2020) revealed a highly significant relationship between the effectiveness of theory-based instructional strategies and its effects on organizational academic performance based on the increase in their grade point average.

The dissertation of Rocafort (2020) emphasized that in the conduct of work programs and activities, supervisors must model pleasant behavior according to the norms of ethical conduct to imbue among the clients and subordinates a great sense of love for learning.

## Conclusions

From the summarized findings, several critical conclusions emerged, offering a comprehensive view of how supervisors' leadership competence impacts work climate and organizational performance within the studied NGOs.

Firstly, it was concluded that supervisors exercised power styles or leadership practices extensively and with considerable competence in their daily work and office activities. This extensive and effective application of leadership practices highlights the essential role that supervisors play in managing various tasks and driving organizational success. Effective leadership is crucial in navigating complex work environments, and the study underscored that supervisors who adeptly apply power styles can significantly influence the operational efficiency and overall success of their organizations.

Secondly, the study revealed that supervisors demonstrated high efficacy across several key functions. Their effectiveness was notably evident in the delivery of instruction, where they successfully facilitated learning processes and supported educational objectives. This indicates that supervisors were not only involved in high-level management but also played a crucial role in directly influencing educational outcomes. Additionally, their competence extended to managing co-curricular and extra-curricular activities, which are vital for the comprehensive development of individuals. Supervisors also showed significant efficacy in providing guidance, participating actively in diverse work programs, and managing office operations. This broad spectrum of competence reflects their pivotal role in fostering a productive and supportive work environment, contributing to both employee development and organizational success.

The status of the work climate within the organizations was found to be fairly warm. This positive work climate suggests a generally supportive and conducive atmosphere, characterized by favorable professional and interpersonal relationships among employees and supervisors. A warm work climate is essential for employee satisfaction and productivity, indicating that the organizations have successfully cultivated an environment where staff feel valued and supported.

The study also concluded that the supervisors' exercise of power style, their efficacy in various functions, and the overall work climate collectively contributed to the improvement of academic performance within the organization. This finding underscores the direct impact of effective leadership and a positive work environment on achieving better organizational outcomes. The relationship between leadership practices, work climate, and organizational performance highlights the importance of maintaining high standards of leadership and fostering a supportive work environment to drive success.

Furthermore, the research established a strong relationship between supervisors' power styles, their efficacy, and work climate with organizational achievement. The strong correlation between these variables highlights the critical role that leadership and work environment play in influencing overall organizational success. Effective leadership and a positive work climate are not only beneficial but essential for achieving high levels of organizational performance and achieving strategic goals.

Finally, the study resulted in the development of a proposed Action Plan, which represents the culmination of the research. This Action Plan aims to address the identified areas for improvement and offers practical recommendations for enhancing leadership practices and work climate. By implementing these recommendations, the organizations can further support their development and achieve greater success. The Action Plan serves as a strategic framework for improving supervisory practices and fostering a more effective and supportive work environment, ultimately contributing to the overall success and achievement of organizational goals.

Based on the drawn conclusions, several recommendations have been forwarded for prompt implementation to enhance the effectiveness of supervisors and improve organizational performance. Firstly, it is recommended that supervisors adopt a flexible approach to their power styles or leadership practices, tailoring their methods to the specific context. In situations requiring urgent solutions to disciplinary and behavioral issues among clients and subordinates, an autocratic style may be necessary to ensure swift and decisive action. Conversely, in routine or normal situations, a democratic approach should be employed to encourage participation and foster a collaborative environment. During socialization activities, games, or when office policies are already well-established and implemented, a more relaxed approach may be appropriate. This flexibility in leadership style will allow supervisors to address varying circumstances effectively while maintaining a positive and supportive work environment.

Secondly, to further enhance the delivery of instruction by supervisors, it is recommended that work heads conduct regular mentoring observations. These observations will help identify the supervisors' strengths and weaknesses, providing valuable insights into their teaching practices. By focusing on the noted weaknesses, work heads can offer targeted support and feedback, which can be addressed through consistent practice and professional development. Given that teaching is a core component of the supervisors' daily functions, this approach will ensure that improvements are practical and directly applicable to their instructional roles.



To boost the effectiveness of supervisors in conducting co-curricular and extra-curricular activities, it is suggested that work heads assign them leadership roles as advisers of various client organizations. By taking on responsibilities with groups such as subject clubs, campus journalism, and scouting, supervisors will gain valuable experience and enhance their leadership skills. These roles will also provide opportunities for supervisors to engage more actively with clients and subordinates, fostering a stronger connection between staff and students while enriching the overall educational experience.

Improving the execution of work programs can be achieved through collaborative efforts between work heads and supervisors in designing and implementing more innovative programs and activities. By working together on planning and executing new initiatives, supervisors and work heads can develop more engaging and effective work programs that better meet the needs of the organization and its members. This collaborative approach will promote creativity and ensure that work programs are both relevant and impactful.

The proposed Action Plan, which has been developed as part of this study, should be implemented as soon as possible to address the identified areas for improvement. The Action Plan outlines practical steps and recommendations for enhancing supervisory practices and work climates, and its timely execution will facilitate the realization of these improvements.

Finally, future researchers are encouraged to conduct similar studies in other localities to determine whether similar or different trends are observed in various contexts. By expanding the research to include additional variables not covered in the current study, future investigations can provide a more comprehensive understanding of leadership competence and work climate. This expanded research will contribute to the broader field of organizational development and offer valuable insights for improving leadership practices across diverse settings. The findings from this study can serve as a reference for such future research, providing a foundation for further exploration and development.

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