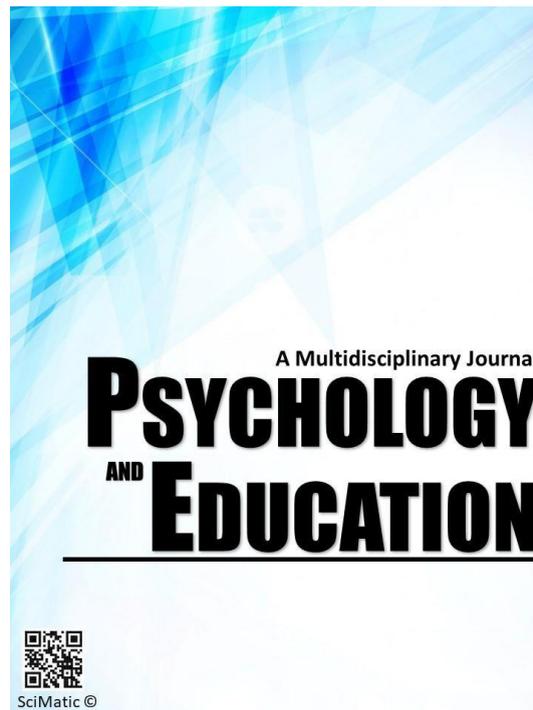


**THE INFLUENCE OF SUPERVISORY PRACTICES  
AND COMPETENCE OF PUBLIC ELEMENTARY  
SCHOOL PRINCIPALS ON TEACHERS'  
PERFORMANCE**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

2022  
Volume: 5  
Issue: 1  
Pages: 423-425  
Document ID: 2022PEMJ332  
DOI: 10.5281/zenodo.7295702  
Manuscript Accepted: 2022-06-11

## The Influence of Supervisory Practices and Competence of Public Elementary School Principals on Teachers' Performance

Jo J. Penaflor\*

[For affiliations and correspondence, see the last page.](#)

### Abstract

This descriptive-correlation study looked into the importance and usefulness of the supervisory practices and competence performed by public central school principals in the Division of Iloilo, and its influence on the teachers' performance. To gather the data, a researcher made-questionnaire was utilized. The checklist consisted of two parts (2): Part I personal data of the respondents, and Part II the practices and competence of principals in public elementary schools. At 0.05 level of significance, the principal's sex and educational qualifications show a significant influence on the teachers' performance.

**Keywords:** *supervisory practices, competence, teachers' performance, public school, Philippines*

### Introduction

Education is a process of living through a continuous reconstruction of experience. This reconstruction process needs supervision for the smooth, effective, and efficient development of human beings in physical, intellectual, aesthetic, and moral domains. It is a developmental process that needs cooperative efforts to diagnose and solve problems in the classroom and school (Arman, 2015).

It is a relationship among human beings to perform tasks efficiently and effectively to improve the instruction process. The basic function of supervision is to help the teachers to improve the teaching-learning process in the classroom. It is not only visiting the classroom and writing some lines in the logbook about the efficiency of the teachers, and just checking whether the work has been done according to the set plan or not (Freedman, 2013).

The teacher is the number one active agent of the learning process that leads to good learning outcomes. Therefore, teaching effectiveness exerts a strong influence on the learning process and on the outcomes of the learning (Heaton, 2016).

Further, the principal is also required to maintain a healthy relationship with the immediate community and evolve in school management and participation. The principal's leadership style that works best depends upon the teachers' emphatic attitude in making the tasks accomplished through proper human relations and participation (Falender & Shafranske, 2016). This study was anchored on Trait and Factor Theory by Parsons and Williamson (Bayhon, 2013) which is likewise known as Matching Actual

Approaches. How the principal projects himself and manages conflicts may help him or she succeed in his or her role as principal. If he or she thinks that his way of doing something in a usual can teach him/her to become a competent leader, he may be confident in his ability to manage the organization.

Effective leaders have a style or a combination of multiple styles that make them successful in guiding and inspiring employees. Successful leaders can drive creativity and productivity while also improving a business's bottom line (Agwobike, 2014).

This study was based on the premise that supervisory practices and competence are very significant in teachers' performance or in an organization. In this context, classroom supervisory practices and their influence on teachers' performance are the focus of the research. Hence, the researcher considered it a great concern to determine how teaching performance is being influenced or affected by the supervisory practices of the school principal.

### Methodology

This study employed a descriptive-correlation research design to obtain information concerning the current status of the phenomena. This aimed to determine public elementary school principals' supervisory practices and competence and their influence on teachers' performance in the Division of Iloilo.

This study utilized a researcher-made questionnaire. The questionnaire was composed of two parts: Part I, the personal data of the respondents which elicited information about principals' sex, educational qualifications, and length of service. Part II contained the questionnaire on practices and competence of principals' responses with options ranging from 1-never training to 5-always practice, 1-no competency to 4-very competent. Their descriptions are presented in the arbitrary scale used in the interpretation.

## Results and Discussion

### Predictors of Teacher's Performance

Table 1. *Predictors of Teacher's Performance*

Model	Unstandardized Coefficients		Standard Coefficient	t	Sig.
	B	Std Error			
Constant	3.787	.577		6.528	.000
Sex	.027	.048	.091	.565	.575
Educational Qualifications	.019	.025	.118	.742	.462
Setting Directions	-.036	.107	-.063	-.337	.738
Developing Goals	-.016	.142	-.031	-.113	.910
Redesigning Organization	-.044	.136	-.068	-.326	.746
Managing Instruction	.007	.120	.013	.058	.954
Gain Acceptance	-.063	.084	-.144	-.750	.458
Develop Individual	.117	.117	.248	.998	.325
Maintain High Level of Performance	.056	.111	.117	.509	.613
Conduct Formal Performance Review	-.072	.109	-.167	-.659	.514
Dealing with Performance Problem	.149	.097	.347	1.533	.133

Based on the results revealed in table 1, it can be gleaned that public elementary school principals, namely: sex (male and female), educational qualification (bachelor's degree with MA units, master's degree, master's degree with EdD/PhD. units, doctorate degree) show a significant influence on the teachers' performance.

## Conclusion

It is essential for principals to keenly execute their supervisory tasks so that teachers would be motivated to do their work. The Department of Education significantly contributed to teachers' motivation, and likewise, principals need to pay equal attention to all their supervisory tasks to achieve an optimum basis for teachers.

In general, the variable of the competence of the

school principals can be predicted through five indicators. The first is learning and achievement (KKS1); second, leaders in learning (KKS2); third, management of the learning environment (KKS3); fourth, the responsibility of learning and assessment (KKS4); and fifth, personality and social (KKS5) (Strand, 2015).

In general, the overview of the competence of the school principals, the competence of school supervisors, teachers' motivation, and teachers' performance is in the middle category. Nevertheless, some aspects still need special attention such as social personality as well as research and development in terms of school supervision. The competence of the school principals positively affects the teachers' work motivation.

The principals' competence positively affects the teachers' performance. The competence of the school supervisors positively affects the teachers' work motivation and the competence of the school supervisors positively affects the teachers' performance in school.

The results of this study have important implications for the practice of supervision and guiding directions of future research since this study aimed to explore the practices used in supervision for the development of supervisee relational competence. These practices were also examined with reference to supervisor/supervisee theoretical orientation, as well as the nature of the supervisory relationship (including working alliance, real relationship, and attention to parallel process in supervision).

## References

- Agwobike, Z. N. (2014). School administrative techniques and community development in Nigeria. New York: Haper and Bros
- Arman, E.T. (2015). The School Principal Legacy. Washington D.C.: Central Intelligence Agency.
- Falender, C. A. Ph.D, and Edward P. Shafranske, PhD September, 2016. "Supervision Essentials for the Practice of Competency-Based Supervision". Australia, New Zealand, Papua New Guinea, and Fiji
- Freedman, B. (2013). Principal visibility and classroom walk-throughs: supporting instructional leadership and school improvement. Paper presented at annual conference of the International Congress of School Effectiveness and School Improvement, Sydney, Australia.
- Heaton, S. (2016). Pedagogic competence and Motivation Work To Teachers Performance (Kompetensi Pedagogik dan Motivasi Kerja Terhadap Kinerja Guru), Bandung: Alfabeta.



## **Affiliations and Corresponding Information**

**Dr. Jo J. Penaflor**

Northern Iloilo State University - Ajuy Campus