LEADERSHIP AND SUPERVISORY SKILLS AND CHANGE MANAGEMENT PRACTICES AMONG SCHOOL HEADS: BASIS FOR STRATEGIC PLAN MODEL

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I. INTRODUCTION

"Education is the most powerful weapon which you can use to change the world."   -Nelson Mandela

We must expect change. Nations all over the world are embracing and promoting a wide range of educational reforms to meet the needs of today's living and to educate our school leaders, teachers, and students to face the challenges of the twenty-first century.

K to 12 is a relevant education system that facilitates changes and serves as a standard for basic education globally. This enables primary educational institutions to undergo reorganization, not only in terms of curriculum but also in time and resources.. (Sarvi et.al, 2015).

Today, educational leaders have a great role in the school setting. Principals' actions, such as how they lead, oversee, conduct school-based training and professional development programs, communicate, and mobilize resources for the teaching-learning process, can benefit or hamper the transformation process. Indeed, they participate in the holistic development of the educational institution.

For many years, the school principals have carried out managerial functions such as planning, organizing, monitoring, and evaluating. Giving commands, managing with school budgets, scheduling instructional time, and checking attendance and absence of students and teachers are all instances of these tasks. However, while those tasks are still relevant, many principals are stuck with old roles such that little focus is given to teachers' performance, which could improve students' learning. For a long time, this notion of the principal's function dominated our schools, however, it is important to switch forward and make a series of changes to that image.

As a result of basic changes in education and shifting expectations for the graduates needed in the modern economy, principals' roles have evolved.

The challenges that schools encounter comprise not only a wealth of knowledge and technical advancements in all sectors, but also numerous obstacles to effective learning processes. Issuing Republic Act 1955 in 2001, the

Department of Education (DepEd) leads in the reorganization in the governance of primary education. School-based management (BSM) serves as a foundation to initiate adjustments to improve teaching learning in elementary and secondary education, (DepEd, 2006).

Schools need visionary leaders as part of effective school-based management (SBM) to enhance the learning atmosphere. According to Busu and Draga (2017), SBM also necessitates an organized framework in terms of learning, training of teachers, and the allocation of fiscal resources.

The school principals, teachers-in-charge, head teachers have different styles in doing their leadership functions as mandated to them in RA 9155. These school leaders' styles have been narrowed down to the three basic leadership styles of autocratic, democratic, or participative, which can be transactional and transformational, inspirational, or laissez-faire, as defined by Hallinger (2015) in the book Northouse (2015), and how these can be related to managing change practices in education.

The leadership style of the school managers can be related to a change that may occur in the educational setting. Whether such leadership style fits and ensures applicability to the changes is a thing to be looked at in management.

While leadership styles vary among school heads in the different divisions in the Department of Education, change management practices in instruction also differ among them from time to time. If this happens, it would create problems since leadership styles may not adopt the change management activities as being practiced in a division.

Since leadership focuses on students' learning, if learning involves change, and if the role of the school heads is to bring about change in instruction, the quality of education and students' achievements depend solely on the leadership styles of the learning leaders.

The best leaders are team players. They foster team learning, collaborative problem solving; trust drives the working relationship in the school as they emerge as 21st Century educational leaders encouraging "new insights, novel approaches and fresh perspectives. The 21st century principals' practice of transformative leadership is referred to

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as "value added". They move from the role of "sage on the stage "to become facilitators of learning toward professional development of teachers, learners and staff. They celebrate successes and build a culture that school leadership is a "moral craft "encouraging iconoclasm and empowerment within certain limits. (Llagas, T, Corpus, and Bilbao, 2016)

One of the tasks of school heads is to supervise instruction, which is critical for the achievement of a successful educational system. The strategy of enhancing the classroom instruction process through a system of cooperative efforts and participatory interactions among those involved in teaching and learning delivery is known as supervision of instruction.

Teaching and learning are two processes that work together. Learning occurs as a change in a person's behavior due to experience brought about by internal desire, motivation, reasoning, action, and other elements (for example, explicit teaching, first-hand experience, reading, and discussion). Principals must provide instructional oversight so that teachers can combine appropriate input to make teaching and learning more effective. Thus, the primary goal of instructional management is to ensure that education and training start happening in the appropriate environment and yield the intended results.

Meanwhile, Astillero (2017) cites in his study that numerous issues are affecting the quality of educational performance The following issues and challenges identified by teachers are: many principals' lack of conviction to supervision; lack of appropriate monitoring and evaluation of students' learning progress; limited training facilities to develop teachers for competent growth and increased efficiency; and the assumption that absence of suitable assessment to teachers affects the collaborative environment between principals and teachers.

Quality of education is the ultimate goal all learning institutions around the world. International and national examinations measure the delivery of quality instruction based on the performance of our learners. Further, the results of these examinations serve as a baseline on the interventions to be done to fill the gaps in the teaching and learning situation. The Philippines participated in the Quality Basic Education Reform Plan as part of a milestone in upgrading the efficiency of primary education in 2018. PISA is a quarterly study of 15-year-old children from all over the world in three subjects: reading, maths, and science. The findings are concerning for the Philippines. The Philippines ranked 353 in Mathematics, 357 in Science, and 340 in Reading in the 2018 PISA results, all just below average of participating OECD countries. With the PISA findings reflecting students' performance on the National Achievement Test, the Department of Education emphasizes the importance of resolving difficulties and deficiencies in the Philippines' basic education.

The Department of Education (DepEd) held the responsibility in national campaigning of quality basic school through Sulong Edukalidad, launching vigorous reform initiatives in four critical areas: (1) updating and reviewing K to 12 programs, (2) improving the management of K to 12 programs, (3) capacity building and retraining teachers and school leaders through a revived professional learning community development program, and (4) enlisting the help and collaboration of numerous stakeholder groups.

The Department of Education (DepEd), through the Bureau of Education Assessment (BEA), pursues the Early Language Literacy and Numeracy Assessment at the national level, with the help of divisions schools, both public and private. This program's focus is to enhance the Every Child a Reader Program (ECARP) from Kindergarten to Grade 3, which is the first Key Stage of the K-12 Basic Education Program.

In October 18, 2018, DepEd administered Early Language Literacy and Numeracy Assessment for Grade 4 Learners, school year 2017-2018. Based on its results, CALABARZON with 40,082 examinees garnered an over-all MPS rating of 38.32 percent that comprised the ratings from in following areas: English with 51.63 % Filipino, 66.68 %; and Numeracy, 34.60%. Meanwhile, the City Schools Division of Cabuyao with 3, 596 examinees from the eleven (11) elementary schools received an over –all MPS rating of 37.86 that comprised of the ratings from English with 50.65 %; Filipino ,66.58 % ;and Numeracy with 29.63 % MPS rating. The results showed the failure of the elementary schools to achieve 75% MPS passing rate. This indeed manifests the deteriorating quality of education.

Realizing the aforementioned data, it is evident that the lives of the school principals are packed with challenges. The principals are challenged to use their time wisely, seventy percent (70%) for instructional supervision tasks and only thirty percent (30 %) for administrative functions.

Harvey (2015) stressed that to improve accomplishment, effective principals concentrate on the quality of instruction. The most potent source of leadership influence is still the principal. It entails five key responsibilities: setting a high-stakes academic goal for all students; creating a learning environment marked by security, collaboration, and other underlying principles of beneficial interaction; developing teachers and leaders who can lead others and fulfill their in achieving the school directions and initiatives ; and managing human resources, information, and strategies to improve the school.

The underlying data and findings from literature and studies have prompted the researcher to conduct a deeper study on the school heads leadership styles, supervisory skills and change management practices as they impact the quality of instruction and consequently come up with a strategic plan model for school heads.

Highlight a section that you want to designate with a certain style, and then select the appropriate name on the style menu. The style will adjust your fonts and line spacing. **Do not change the font sizes or line spacing to squeeze more text into a limited number of pages.** Use italics for emphasis; do not underline.

II.   STATEMENT OF THE PROBLEM

A. Review Stage

Statement of the Problem

The research purpose was to figure out the relationship of the leadership styles, supervisory skills and the

change management practices of public elementary school heads as observed by the teachers and the school heads themselves in the City Schools Division of Cabuyao during the school year 2019-2020.

The study specifically set out to find answers to the following queries.

1. What is the demographic profile of the principals in terms of:
    1.1 Age;
    1.2 Gender;

    1.3 Length of service as school head; and
    1.4 Highest educational attainment?

2. What type of leadership are the school leaders using, as seen by the teachers and the school principals themselves?

3. Is there a significant relationship between the observation of the teachers and the school heads themselves?

4. What is the level of supervisory skills of the school heads as assessed by the teachers and school heads themselves in terms of:
 4.1 Curriculum and instructional supervision.
 4.2. Organization and personnel management ;
 4.3 .Planning , assessing, and reporting teaching-learning outcomes ;
 4.4.School Plant ,resources and facilities management ; and
4.5 School, community linkages and public relation?

5. Is there a significant difference between the assessment of the teachers and the school helds themselves on the supervisory skills of the school heads in terms of:
5.1 Curriculum and instructional supervision;
5.3   Organization and personnel management:
5.3 Planning, assessing, and reporting teaching-learning outcomes;
5.4 School plant, resources, and facilities management; and
5.5 School community linkages and public relation?

6. What are teachers' and school heads' perceptions of how school leaders apply change management techniques in instruction in terms of the following which also their strengths and weaknesses:
 6.1 Designing Vision;
6.2 Curriculum and Instruction;
6.3 Supervising Teachers;
6.4 Monitoring Students Progress; and
6.5 Protecting Instructional Climate?

7. Is there a significant differences between the perception of the teachers and school heads themselves in the implementation of change management practices in instruction in terms of:
 7.1 Designing vision;
 7.2 Curriculum and instruction;

7.3 Supervising teachers;
7.4 Monitoring students' progress; and
7.5 Protecting instructional climate?

8. Is there a significant relationship between supervisory skills practiced by the schools and their ways of change management practices?

9. Based on the finding, what strategic plan model can be devised that is geared towards the improvement of the school governance in the elementary public school?

RESEARCH METHODOLOGY

The researcher employed a Sequential-Exploratory mixed technique of research in this study. It is a series of actions for gathering and evaluating both qualitative and quantitative data.(Creswell & Plano Clark, 2018).

In the first step, the researcher gathered quantitative data and analyzed it, with the results guiding the qualitative phase, which may be a survey or another sort of qualitative data collection. In other words, the qualitative phase provides crucial information for framing specific research questions for the quantitative phase, which involves the use of a questionnaire, survey, or other quantitative data gathering tool.

The goal of the study was to identify leadership styles, supervisory abilities, and change management strategies of elementary school principals in the City Schools Division of Cabuyao in all elements that affect the delivery of instruction as the foundation for the strategic plan model. In order to do so, he used triangulation, which is an explanatory sequential method.

Triangulation divides the explanatory sequential procedure into three (3) phases. Phase 1 involves gathering, analyzing, and evaluating quantitative data; phase 2 helps in organizing and performing interviews as well as reviewing results; and phase 3 qualitative information evaluates quantitative findings.

The population of the study included 12 full-fledged school heads and228 teachers from the City Schools Division of Cabuyao's 12 elementary schools.

The researcher utilized purposive sampling in selecting the school head respondents considering the following criteria: 1.) they should be school principals in the elementary level and 2.) they should hold permanent positions as school principals in the City Schools Division of Cabuyao based on the Plantilla Item of the Civil Service Commission.

To determine the 30 percent of teacher–respondents in the designated 12 schools with full-time school principals quota sampling was utilized

Quota sampling is a non-random sampling approach in which participants are selected based on specific traits, resulting in a sample with the same distribution of characteristics as the overall population. (Hamed Taherdoost,2016)

On the other hand, to identify the 30% teacher-respondents in each 12 schools took part in the study, stratified random sampling through fishbowl technique was utilized.

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Stratified random sampling classifies individuals into strata (or subgroups) and randomly takes a sample from eachA natural set of components is referred to as a subgroup. Subdivisions can be created based on organizational size, gender, or occupation. When a population has a lot of variation, stratified random sampling is frequently utilized to guarantee that all socioeconomic categories are fairly represented..(Hamed Taherdoost,2016).

RESULTS, DISCUSSION ,AND CONCLUSIONS

Summary of Findings

Based on the data gathered and presented, the researcher came out with the following findings:

1. Demographic Profiles of the respondents

The following is the profile of the school administrators' demographics of the City School of Cabuyao.

1.1 The majority of school head respondents are between the ages of 46 and 50, whereas most teacher respondents are between the ages of 36 and 40.

1.2 Sixty-seven percent of the school head respondents are female, while female teacher respondents are composed of 94.3 percent.

1.3 Sixty-seven percent of the school heads have been supervising schools for 1–5 years, whereas 29.82 percent of the teacher-respondents have been working as teachers for 1–5 years.

1.4 Half of the school heads are master's degree holders with Ph.D. units, while most teacher respondents have finished their Bachelor's degrees.

2. Leadership styles practices by the school heads as observed by the teachers and the school heads themselves.

The data revealed that most of the teachers and school heads themselves perceived that the transformational leadership style was being practiced in the institution.

3. Significant relationship between the observation of the teachers and school heads themselves.

The calculated Pearson value for the test of a significant link between the leadership philosophies of school heads as reported by teachers and by the school heads themselves was 0.071. As an outcome, the null hypothesis was not rejected since the p-value of 0.585 was higher than the level of significance (p.05). In an end, neither the teachers nor the school heads themselves have found any correlation between the leadership styles of the school heads.

4. Level of the supervisory skills of the school heads as assessed by teachers and school heads themselves.

4.1 As to curriculum and instruction supervision, a general weighted mean of 4.52 was obtained with an interpretation of "Strongly Agree" in which the school heads and the teachers have almost the same evaluation on this area.

4.2 The organization and people management achieved a weighted mean of 4.42 with the meaning of "Strongly Agree." Even though the teachers' evaluations are a bit lower than those of the school administrators, their ratings suggest that they both strongly concur with the comments regarding the supervisor's aptitude for planning and managing people.

4.3 The weighted mean for the planning, evaluating, and reporting of teaching-learning outcomes was 33, which is equivalent to "Strongly Agree." As shown by their composite means, the two groups of respondents were interpreted similarly.

4.4 As to school plant, resources, and facilities management, 4.40 is the computed weighted mean and interpreted as "Strongly Agree". It is also indicated in the result that the assessment of the teachers on this supervisory of the school heads does not differ from the assessment of the school heads.

4.5. The overall weighted mean garnered from the responses of the respondents were 4.36 and 4.56 for teachers and school heads respectively, resulting in the general weighted mean of 4.41 which is interpreted as "Strongly Agree". This implies that they have almost a similar evaluation on this matter.

4.6 A general weighted mean of 4.56 and interpreted as "Strongly Agree" was obtained from the school, community linkages, and public relations. The rating given by the teachers on the supervisory skill of their heads related to this matter is very nearly equal to their assessment.

5. Significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads

5.1 The computed t – value for the test of significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of curriculum and instruction supervision was 1.262. There is no significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of curriculum and instruction supervision.

5.2 The computed t – value for the test of significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of organization and personnel management was 0.839. There is no significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of organization and personnel management.

5.3 The computed t – value for the test of significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of planning, assessing, and reporting teaching-learning outcomes was 0.219. There is no significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of planning, assessing, and reporting teaching-learning outcomes.

5.4 The computed t – value for the test of significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of the school plant, resources, and facilities management was 0.972. There is no significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of the school plant, resources, and facilities management.

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5.5 The computed t – value for the test of significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of personal, social growth, and professional development was   1.180. There is no significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of personal, social growth, and professional development.

5.6 The computed t – value for the test of significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of school, community linkages, and public relations was 1.380. There is no significant difference between the assessment of school heads and the teachers on the level of supervisory skills of the school heads in terms of school, community linkages, and public relations.

6. Perception of the teachers and school heads on the implementation of the change management practices

   6.1 The overall mean of 4.37 for the teachers and 4.43 for the school heads indicated that both groups "Strongly Agreed" that changes in management along with designing vision variable is highly implemented.

   6.2 The overall mean of 4.32 and 4.36 with "strongly agree" as the verbal interpretation were obtained from the responses of the teachers and the school heads, respectively. Both the teachers and school heads strongly agreed that change management along curriculum and instruction was highly practiced.

   6.3. The teachers and the school heads, strongly agreed on the statements enumerated which pertain to the implementation of change management practices in terms of supervising teachers, with a composite mean of 4.31 and 4.38, respectively.

   6.4 The teachers and school heads strongly agreed on the indicators related to monitoring students' progress. It garnered a weighted mean of 4.34 for the teachers and 4.33 for the school heads. The respondents agreed the school heads highly implemented change management in this area.

   6.5 As to practicing instructional climate, both groups of respondents agreed on the change implementation along the school, community linkages and public relations and got the overall mean of 4.09.

7. Significant difference between the perception of school heads and teachers in the implementation of change management practices in instruction

   7.1 The computed t – value for the test of significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of designing vision was 0.697. There is no significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of designing vision.

   7.2 The computed t – value for the test of significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of curriculum and instruction was 0.267. there is no significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of curriculum and instruction.

   7.3 The computed t – value for the test of significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of supervising teachers was 0.533. There is no significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of supervising teachers.

   7.4 The computed t – value for the test of significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of monitoring students' progress was 1.533. There is no significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of monitoring students' progress.

   7.5 The computed t – value for the test of significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of protecting instructional climate was 0.948. There is no significant difference between the perception of school heads and teachers in the implementation of change management practices in terms of protecting the instructional climate.

8. Significant relationship between supervisory skills practiced by the schools and their ways of change management practices

   The computed R-value for the test of the significant relationship between the supervisory skills practiced by the school heads and their ways of change management practices was 0.848 which denotes a strong positive relationship. It resulted in the p–value of .000 which was less than the level of significance (p<.05), thus the null hypothesis was rejected.

9. Proposed strategic plan of the researcher

The school heads as assessed by the respondents were effective in carrying out their functions in the school. To make it highly effective in the school, the researcher proposes a strategic plan which will serve as a model for the schools in the City Division of Cabuyao.

CONCLUSIONS

      Realizing the research's findings as a foundation, the following conclusions were made.

1. The vast majority of responders were women who were new to the profession of educational management.

2. The leadership style used by school administrators is transformational according to teachers and school heads themselves.

3. The styles of school leaders as observed by teachers and by the school leaders themselves do not significantly correlate.

4. The schools were effective in terms of their supervisory skills which were evident in the data gathered and assessment made by the respondents of the study.

5. The teachers agreed on the way the school heads implemented their supervisory skills. They were satisfied on the manner the skills were carried out.

6. The school heads effectively implemented the change management practices in instruction based on the perception of the teachers and school heads.

7. Th teachers were one in saying that their school heads had implemented the change management practices in instruction.

8. The supervisory skills of the school heads had affected their ways of change management practices which seemed to be agreeable among teachers.

9. The strategic plan was developed to address the issues and concerns relative to the improvement and implementation of the school heads leadership styles, supervisory skills and change management practices.

RECOMMENDATIONS:

The following recommendations were made in light of the aforementioned conclusions :

1.Master's Degree program holder with Ph.D units is suggested to be one of the requirements of becoming school heads. However, diploma program related to public administration is also recommended among them to sustain and enhance leadership skills and change management system in the school.

2. The Division Office is also advised to provide mentoring program among novice principal about leadership style. Training and workshops may also help in sustaining and strengthening leadership style and capability of school heads.

3. The school heads is also recommended to conduct team building activity once every year to maintain harmonious relationship in school and also to solicit honest opinion and cooperation of teachers regarding school heads leadership and management.

4. The researcher highly proposes that the suggested strategic plan be adopted to resolve issues and concerns about school leaders' leadership styles, supervisory skills, and change management practices.

5. A suggestion box is recommended in every school so that teachers can suggest without giving their identity in case they do not like to be identified. Also, it is recommended that there should a program called "a moment with the principal" wherein, all teachers may have a few minutes, with the principal on a scheduled basis, and talk about their suggestions comments and discuss issues related to school.

6. Empower area coordinator and teachers through assigning them to different tasks such as designing vision, curriculum and instruction, supervising teachers, monitoring students' progress and protecting instructional climate, in which they are going to be co-chair and committee, respectively, in the change implementation on the said areas.

7. A feedback mechanism is suggested to solicit teachers' opinion, suggestion and recommendation regarding implementation of change.

8. Since it has been demonstrated that schools' supervisory skills and their change management practices are linked, stronger supervisory skills may be strengthened through seminars, training, and continuing education, resulting in better change management practices. As a result, it was suggested that the division office force school heads to attend annual seminars, training, or a diploma course.

9. It is recommended to institutionalize the proposed strategic plan.

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