



=====
**Supervisory, Fiscal Management and Interpersonal Skill of
School Heads in Relation to School Performance**
=====

Dr. Roger O. Palang-at

Public Schools District Supervisor, Department of Education, Philippines
<https://orcid.org/0009-0009-1976-766X> | roger.palangat@deped.gov.ph

Abstract:

This study was designed to determine the supervisory, fiscal management and interpersonal skills of public elementary school heads in relation to school performance in the District of Calatrava 1 and 2 during 2015-2016 in terms of classroom instruction, learning environment and extra-curricular activities. Moreover, this study aimed to find out whether or not significant difference exist in the following areas when the respondents are grouped and compared according to variables of age, sex, highest educational attainment, length of service as school head / teacher and average family monthly income. This study used a descriptive research approach where quantitative and qualitative research paradigms were employed. Cross-sectional surveys and naturalistic phenomenology designs were used. Cross-sectional survey design is the method that involves asking a large group of people at one point, such as principals and teachers, questions about a particular issue. Results of the study shows that the supervisory, fiscal management and interpersonal skills of public elementary school heads in relation to school performance in terms of classroom instruction, learning environment and extra-curricular activities revealed with "very high" results. Comparative analysis revealed that there is no significant difference in the level of supervisory skills, fiscal management skills and interpersonal skills in each specified areas when grouped and compared according to variables. Also, there is no significant relationship between the level of supervisory skills, fiscal management skills, level of interpersonal skills and school performance. In order to have an effective and efficient leader in school, it is recommended that that all school heads should be evaluated every year, sent to seminars, pieces of training, benchmarking, and mentoring to enhance their skills, and be required to enroll in a master's degree leading to educational management to upgrade their knowledge.

Keywords: Fiscal Management, School Heads, Supervisory Skills

Introduction:

Supervisory, fiscal management and interpersonal skills are the key functional activities of school heads in their respective schools. They are a distinct area of practice. It is an essential component in education and for continual professional growth. It consists of various activities and behaviors specific to the needs, competencies, and expectations of the school heads and their teachers, as well as the requirements of the practice setting. Supervision plays a major role in creating an atmosphere in the school system and stimulates the growth of more admirable qualities among the personnel of the teaching staff. It is no longer regarded as a mere inspection of the work of the teachers but as a form of democratic leadership – a clearing house of the best ideas of the work in the field.

The scope of instructional supervision is to stimulate and inspire the teachers to do creative work and to encourage them to grow professionally. The goal of supervision is to assist teachers in improving their potential to achieve their students' goals. Instructional supervision success relies on the school head's skills to facilitate teachers' conceptual skills and then apply an instructional, supervisory technique that matches the skills (Tampan, 2016).

Fiscal management is one of the skills of the school head to be used in operating a school where deploying of financial resources of the school is effective and efficient for the benefit of school pupils. School heads in elementary schools are trained on the financial guidelines on how to spend and mobilize resources. Although the school head is the chief financial manager responsible for school funds, participation among stakeholders is important in spending the school funds. Through collaboration and supportive partnership, accountability and transparency will be strengthened.

Interpersonal skill is important to become an effective school head. The ability of the school heads to motivate, communicate and build a team to different levels of management is required to fully engage employees, teachers, and officials to cultivate success. School Heads' ability to motivate, communicate, and build a team is important to bring positive organizational change. As an effective leader, one has to motivate team members to resolve different issues and deliver excellent results, inspire and bring confidence in leadership resources and direction, and also have the ability to communicate team goals, decisions, responsibilities, and roles to teachers and stakeholders.

The Governance of Basic Education Act of 2001 (Republic Act 9155) provides the legal basis for decentralizing basic education management and governance to the level closest to the learners – the school and community. The DepEd started adopting a policy on Principal Empowerment in the mid-1990s when some of the divisions' administrative and instructional supervision functions were delegated to school heads. The said reform produced improved learning



outcomes in several schools due to delegating some decision-making functions to the principals. However, this development was short-lived and not sustained in some schools. When the empowered school heads were assigned to other areas, the capabilities of the entire school system had not yet been fully developed. Thus it had not been able to sustain whatever improvements started.

The Department of Education has stressed the necessity of school heads' management and support as a strategy to ensure the quality of teaching and learning. In order to bring effective education through the improved teaching-learning process, school management should be democratic and cooperative and pay serious attention to school performance. In light of this, it is quite useful to assess the current practices of school management in Calatrava Districts regarding the supervisory, fiscal management, and interpersonal skills of school heads in 45 public elementary schools.

Schools of the Districts of Calatrava in elementary levels must improve their basic functions of teaching and learning process that aim at helping and empowering all students to raise their broad outcomes through the supervisory, fiscal management, and interpersonal skills of school heads who are responsible for the highest performance of their schools. School heads are called to decide complex human and technical issues in this study. They increasingly define themselves as learners, not just doers, constantly scanning the environment for new ideas, tools, and solutions. Thus, the researcher, one of the previous school heads of the District of Calatrava, believes that the three basic skills in managing schools, namely supervisory, fiscal management and interpersonal skills, can contribute to the attainment of quality performance. It is the purpose of this study to achieve the goal of a well managed and the researcher is motivated to conduct a study on the supervisory, fiscal management and interpersonal skills of school heads regarding school performance.

Objectives of the Study

This study was designed to determine the supervisory, fiscal management and interpersonal skills of public elementary school heads in relation to school performance in the District of Calatrava 1 and 2 during 2015-2016. Specifically, this study seeks to answer the following questions:

1. What is the profile of school heads and teachers in terms of the following variables:
 - a. Age
 - b. Sex
 - c. Highest Educational Attainment
 - d. Length of Service as School Head / Teacher
 - e. Average Family Monthly Income
2. What is the level of supervisory skills of school heads in terms of the following areas as assessed by teachers and by themselves?
 - a. Classroom Instruction
 - b. Learning Environment
 - c. Extra-Curricular Activities
3. What is the level of supervisory skills of school heads in the different areas when they are grouped and compared according to the aforementioned variables?
4. What is the level of fiscal management skills of school heads in terms of the following areas as assessed by teachers and by themselves?
 - a. Generating Resources
 - b. Spending Resources
 - c. Transparency of Resources
5. What is the level of fiscal management skills of school heads in the different areas when they are grouped and compared according to the aforementioned variables?
6. What is the level of interpersonal skills of school heads in terms of the following areas as assessed by teachers and by themselves?
 - a. Personal Relation
 - b. Social Relation
 - c. Professional Relation
7. What is the level of interpersonal skills of school heads in the different areas when they are grouped and compared according to the aforementioned variables?
8. What is the level of school performance in terms of net enrollment rate, drop-out rate and completion rate?
9. Is there a significant difference in the level of supervisory skills of school heads when they are grouped and compared according to the aforementioned variables?
10. Is there a significant difference in the level of fiscal management skills of school heads when they are grouped and compared according to the aforementioned variables?
11. Is there a significant difference in the level of interpersonal skills of school heads when they are grouped and compared according to the aforementioned variables?
12. Is there a significant relationship between the level of supervisory skills and school performance?
13. Is there a significant relationship between the level of fiscal management skills and school performance?



14. Is there a significant relationship between the level of interpersonal skills and school performance?

Literature Review:

Supervision is an intervention provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has simultaneous purposes of enhancing the professional functioning of the junior members, monitoring the quality of professional services offered to the clients, and serving as a gatekeeper for those who are to enter the particular profession. Educational supervision is concerned with the total improvement of teaching and learning situations. In line with this, educational supervision has the following principles: there should be short-term, medium-term, and long-term planning for supervision. Supervision is a sub-system of school organization. All teachers have a right and a need for supervision. Supervision should be conducted regularly to meet the individual needs of teachers and other personnel. Supervision should clarify educational objectives and goals for the principal and the teachers. Supervision should assist in organizing and implementing curriculum programs for the learners. And supervision from within and outside the school complements each other and is necessary (Ekyaw, 2014).

According to Section 21 of the Education Act of 2010 (MOET 2010), the principal • is the chief accounting officer of the school and is responsible to the management committee or school board for the control and use of school funds; • shall maintain or cause records of income and expenditure of the school to be maintained; • shall prepare an annual budget for a school and submit it to the school board for its approval; and • shall within three months of the end of each school year, submit a financial statement of the school to the school board for its approval (Motsamai et al., 2011). According to Albert Einstein on relationships, "from the standpoint of everyday life, there is one thing we do know: that man is here for the sake of other men- above all, for those upon whose smile and well-being our happiness depends, and also for the countless unknown souls with whose fate we are connected by a bond of sympathy. Realize how much my outer and inner life is built upon the labors of my fellow men, and how earnestly I must exert myself to give in return as much as I have received".

On interpersonal skills, Raman (2012) defined a set of behaviors that allow you to communicate effectively and ambiguously in a face-to-face setting. They can also be thought of as behaviors that assist progress toward achieving an objective. It includes habits, attitudes, manners, appearance, and behaviors we use around other people, which affect how we get along.

Methodology:

Research Design

This study aims to determine the supervisory, fiscal management, and interpersonal skills of the school heads in relation to school performance in the Districts of Calatrava 1 and 2, Division of Negros Occidental, for the school year 2015-2016. This study used a descriptive research approach where quantitative and qualitative research paradigms were employed. Cross-sectional surveys and naturalistic phenomenology designs were used. Cross-sectional survey design is the method that involves asking a large group of people at one point, such as principals and teachers, questions about a particular issue. Document analysis is one of the instruments that will be used by naturalistic phenomenology design to collect data. The use of questionnaires, interview guides, and document analysis to collect data helps to facilitate a wider understanding of the problem under study. The instruments give a comprehensive analysis of the research questions.

Respondents of the Study

The respondents of the study are 45 school heads and 486 elementary school teachers. The table below presents the number of respondents and the distribution per school.

Table 1. Distribution of Respondents by School

NO.	Schools	No. of School Heads		No. of Teachers	
		N	n	N	N
1	Alfonso Damondamon ES	1	1	7	3
2	Ani-e ES	1	1	7	3
3	Bagacay Es	1	1	7	3
4	Bantayanon ES	1	1	8	4



5	Buenavista ES	1	1	11	5
6	Cabungahan ES	1	1	6	3
7	Calapnusan ES	1	1	9	4
8	Cambayobo ES	1	1	6	3
9	Calatrava I Central School	1	1	33	15
10	Calatrava II Central School	1	1	26	12
11	Cruz ES	1	1	8	4
12	Dela Rosa ES	1	1	7	3
13	Dolis ES	1	1	16	7
14	Ecogan ES	1	1	8	4
15	Harbort ES	1	1	23	10
16	HP Mahilum ES	1	1	7	3
17	Hinab-ongan ES	1	1	8	4
18	Ilaya ES	1	1	6	3
19	Laga-an ES	1	1	17	8
20	Lagoc Es	1	1	8	4
21	Lalong ES	1	1	7	3
22	Lemery ES	1	1	8	4
23	Maaslob ES	1	1	6	3
24	Macasilao ES	1	1	13	6
25	Malanog ES	1	1	6	3
26	Malatas ES	1	1	7	3
27	Marcelo ES	1	1	23	10
28	Menchaca ES	1	1	18	8
29	Minautok ES	1	1	6	3
30	Paghumayan ES	1	1	7	3
31	Pantao ES	1	1	12	5
32	Patun-an ES	1	1	13	6
33	Pesons ES	1	1	8	4
34	Pinocutan ES	1	1	8	4
35	R. Castellano ES	1	1	8	4
36	R. Magsaysay Memorial ES	1	1	16	7
37	San Benito Es	1	1	7	3
38	Sanchez ES	1	1	14	6
39	San Isidro ES	1	1	14	6
40	Spur-2 ES	1	1	16	7
41	Telim ES	1	1	7	3
42	Tigbao ES	1	1	11	5
43	Tigbon ES	1	1	12	5
44	Tinibyangang ES	1	1	4	2
45	Winaswasan ES	1	1	7	3
TOTAL		45	40	486	219

**Validity**

The instrument was validated following the criteria set by Good and Scates. It is subjected to face and content validation by three experts in the field of supervisory skills, fiscal management, and interpersonal skills. All of them have doctorate degrees. On a scale of 1 - 5 of the questionnaire, the validity status reaches a rating of 4.88, interpreted as "excellent." Their suggestions and recommendations are integrated with the final copy of the questionnaire.

Reliability

Reliability refers to the consistency, accuracy, stability, dependability, and predictability of the research instrument. A reliable measuring device is one that, if used for the second time, will yield the same result as it did for the first time (Mendez, 2016). In this study, the research instrument is subjected to reliability testing with the use of Cronbach Alpha. The Cronbach Alpha is used whenever the researcher has items that are not scored simply as right or wrong (Mendez, 2016). The Cronbach Alpha formula is as follows:

$$A = (N / (N - 1))$$

$$A = (\text{Total Variance} - \text{sum of individual Variance} / \text{Total Variance})$$

For the instruments to be reliable, it should be a very high range correlation. Twenty-one respondents from Salamanca Elementary School are used as dry-run respondents for this purpose.

The computed reliability value in this study for supervisory is 0.961, interpreted as "Good.", for fiscal management is 0.976, interpreted as "Excellent", and for interpersonal skills is 0.991, interpreted as "Excellent". According to Mendez (2014), a coefficient of 0.70 or higher indicates high reliability. This means that the research instrument developed by the researcher is reliable to a very high degree.

Data Gathering Procedure

In the conduct of the study, permission is asked through written communication from the Schools Division Superintendent of the Division of Negros Occidental. Upon approval, the researcher distributes the survey questionnaires to the respondents. The respondents are encouraged to give sincere and honest responses. The researcher explained the purpose of the study to the respondents.

Conduct of the Study

After the validity and reliability of the instrument were established, corresponding copies of the questionnaire were reproduced and distributed to the respondents. The researcher personally administers the test to the respondents during District Professional Meetings. The researcher explains the purpose of the study and clarifies certain issues in the questionnaire which cannot be clearly understood by the respondents. After the questionnaires are completely filled out, the researcher immediately retrieves the questionnaires for statistical treatment.

Analytical Schemes

Objective No. 1 used descriptive analytical scheme to determine the profile of school heads in terms of age, sex, educational attainment, length of service, and average family monthly income.

Objective No. 2 and 3 used descriptive analytical scheme to find out the level of supervisory skills of school heads as assessed by school heads and teachers in terms of classroom instruction, learning environment, and extra-curricular activities.

Objective No. 4 and 5 used descriptive analytical scheme to find out the level of fiscal management skills of school heads as assessed by school heads and teachers in terms of generating resources, spending resources, and transparency of resources.

Objective No. 6 and 7 used descriptive analytical scheme to find out the level of interpersonal skills of school heads as assessed by school heads and teachers in terms of personal relations, social relations, and professional relations.

Objective No. 8 used comparative analytical scheme to find out the significant difference in the level of supervisory skills of school heads as assessed by the school heads and teachers.

Objective No. 9 used comparative analytical scheme to find out significant differences in the level of fiscal management skills of school heads as assessed by school heads and teachers.

Objective No. 10 used comparative analytical scheme to find out significant differences in the level of interpersonal skills of school heads as assessed by school heads and teachers.



Objective No. 11 used descriptive analytical scheme to find out the performance of the schools in terms of net enrolment rate, drop-out rate, and completion rate.

Objective No. 12, 13 and 14 used comparative relational scheme to find out the significant relationship between supervisory, fiscal management, and interpersonal skills and school performance.

Statistical Tools

To analyze and interpret the data that were gathered, there were various statistical tools used. These statistical tools that were selected were based on the nature of the objectives of the study.

Objective No. 1 used frequency count and percentage to determine the profile of school heads in terms of age, sex, educational attainment, length of service, and average family monthly income.

Objective No. 2 and 3 used frequency count and percentage to find out the level of supervisory skills of school heads as assessed by school heads and teachers in terms of classroom instruction, learning environment, and extra-curricular activities.

Objective No. 4 and 5 used frequency count and percentage to find out the level of fiscal management skills of school heads as assessed by school heads and teachers in terms of generating resources, spending resources, and transparency of resources.

Objective No. 6 and 7 used frequency count and percentage to find out the level of interpersonal skills of school heads as assessed by school heads and teachers in terms of personal relations, social relations, and professional relations. The formula for frequency mean is presented below:

$$X = \frac{\sum x}{N}$$

Where:

X = mean

Σ = summation

x = weighted scores

N = number of cases

The obtained percentage scores are interpreted as follows:

Mean Score Range	Verbal Interpretation
80 – 100	Very High Level
60 – 79	High
40 -59	Moderately High
20 – 49	Low
10 – 19	Very Low

Objective No. 8 used Mann Whitney U Test to find out the significant difference in the level of supervisory skills of school heads as assessed by the school heads and teachers.

Objective No. 9 used Mann Whitney U Test to find out significant differences in the level of fiscal management skills of school heads as assessed by school heads and teachers.

Objective No. 10 used Mann Whitney U Test to find out significant differences in the level of interpersonal skills of school heads as assessed by school heads and teachers.

Objective No. 11 used frequency count and percentage to find out the performance of the schools in terms of net enrolment rate, drop-out rate, and completion rate.



Objective No. 12, 13 and 14 used the Spearman rho to find out the significant relationship between supervisory, fiscal management, and interpersonal skills and school performance.

Results and Discussion:

Profile of the School Heads and Teachers according to the aforementioned Variables

Table 2. Profile of the School Heads

Variable	Category	Frequency	Percentage
Age	younger (46 years old and below)	19	42.2
	older (47 years old and above)	26	57.8
	Total	45	100.0
Sex	Male	17	37.8
	Female	28	62.2
	Total	45	100.0
Highest Educational Attainment	Lower	34	75.6
	Higher	11	24.4
	Total	45	100.0
Number of Years as School Heads	shorter (12 years and below)	25	55.6
	longer (13 years and above)	20	44.4
	Total	45	100.0
Average Family Monthly Income	lower (29,000 and below)	19	42.2
	longer (30,000 and above)	26	57.8
	Total	45	100.0

Profile of the School Heads

Statistics in table 2 shows the profile of the school heads. The result shows that most of the school heads in terms of age are 47 years old and above than 46 years and below. Also, in terms of sex, the result shows that majority of the school heads are females. However, regarding the highest educational attainment, the result shows that out of 45 school heads, only 11 have earned a Master's degree. While in terms of length of service, the result shows that most school heads were in service for 12 years and below. And in terms of family average monthly income majority of the school heads have Php 30, 000.00 and above.

Table 3. Profile of the Teachers

Variable	Category	Frequency	Percentage
Age	younger (38 years old and below)	127	58.0
	older (39 years old and above)	92	42.0
	Total	219	100.0
Sex	Male	27	12.3
	Female	192	87.7
	Total	219	100.0
Highest Educational Attainment	Lower	214	97.7
	Higher	5	2.3
	Total	219	100.0
Number of Years as Teacher	shorter (11 years and below)	113	51.6
	longer (12 years and above)	106	48.4
	Total	219	100.0
Average Family Monthly Income	lower (21,000 and below)	147	67.1
	longer (22,000 and above)	72	32.9
	Total	219	100.0

Profile of the Teachers



Statistics in table 3 shows the profile of the teachers. The result shows that most of the teachers in terms of age are 38 years old and below 39 years and above. Also, in terms of sex, the result shows that majority of the teachers are females, which is 192 out of 219. However, in terms of highest educational attainment, the result shows that out of 219 teachers, only five have earned a Master's degree. While in terms of length of service, the result shows that majority of teachers were in service for 11 years and below. And in terms of family average monthly income majority of the teachers have Php 21, 000.00 and below.

The level of supervisory skills of School Heads in terms of the following areas Classroom Instruction, Learning Environment, and Extra-curricular activities as assessed by Teachers and by Themselves

Table 4. Level of Supervisory skills of School Heads in the Areas of Classroom Instructions as assessed by Teachers and by Themselves

	School Heads		Teachers	
	Mean	Interpretation	Mean	Interpretation
1. Introduces different forms of assessment.	4.20	High	4.37	Very High
2. Encourages the use of multi-media for instruction.	4.40	Very High	4.25	Very High
3. Teaches different teaching methods and strategies.	4.36	Very High	4.33	Very High
4. Enforces classroom rules and procedures.	4.49	Very High	4.48	Very High
5. Encourages the use of technology for instruction.	4.51	Very High	4.29	Very High
Over all Mean	4.39	Very High	4.34	Very High

Table 4 shows the level of supervisory skills of school heads in the areas of classroom instruction as assessed by teachers and by themselves. The factors that determine the level of supervisory skills of school heads in terms of classroom instruction as assessed by themselves, "Encourages the use of technology for instruction" with the highest mean score of 4.51, interpreted as a very great level and "Introduces different forms of assessment" with a lowest mean score of 4.20 which is in a great level.

While as assessed by teachers, "Enforces classroom rules and procedures" with the highest mean score of 4.48, interpreted as a very great level, and "Encourages the use of multi-media for instruction" with the lowest mean score of 4.25, which is still a very great level. The overall mean score of supervisory skills of school heads in the areas of classroom instructions as assessed by teachers and by themselves is 4.34 and 4.39, respectively, and interpreted both as very great levels.

Table 5. Level of Supervisory Skills of School Heads in the Areas of Learning Environment as assessed by Teachers and by Themselves

	School Heads		Teachers	
	Mean	Interpretation	Mean	Interpretation
1. Creates an engaging learning environment..	4.31	Very High	4.40	Very High
2. Provides an environment for the free and open expression of ideas, opinions and beliefs.	4.56	Very High	4.46	Very High
3. Provides physical environment comfortable and accessible for all students	4.27	Very High	4.41	Very High
4. Encourages mutual respect among all students.	4.62	Very High	4.58	Very High
5. Provides an environment that promotes the use of technology among learners and teachers.	4.31	Very High	4.21	High
Over all Mean	4.41	Very High	4.41	Very High

Table 5 shows the level of supervisory skills of school heads in the areas of the learning environment as assessed by teachers and by themselves. The factors that determine the level of supervisory skills of school heads in terms of the learning environment as assessed by themselves, "Encourages mutual respect among all students" with the highest mean score of 4.62, interpreted as a very great level and "Creates an engaging learning environment" and "Provides an environment that promotes the use of technology among learners and teachers" with a lowest mean score of 4.31 which is still in a very great level.

While as assessed by teachers, "Encourages mutual respect among all students," with a highest mean score of 4.58, interpreted as a very great level, and "Provides an environment that promotes the use of technology among learners and teachers," with the lowest mean score of 4.2 which is in a great level. Thus, the school heads and teachers have the same perception of the level of supervisory skills of school heads regarding the learning environment. The overall mean score of supervisory skills of school heads in the areas of the learning environment as assessed by teachers and by themselves is 4.41 and 4.41, respectively, and interpreted both as very great levels.

Table 6. Level of Supervisory skills of School Heads in the Areas of Extra Curricular Activities as assessed by Teachers and by Themselves

	School Heads	Teachers
--	--------------	----------



	Mean	Interpretation	Mean	Interpretation
1. Encourages students to participate in a school extra-curricular program such as cultural, sports, etc.	4.76	Very High	4.54	Very High
2. Gives opportunity to students to compete with their peers.	4.56	Very High	4.47	Very High
3. Teaches values of good sportsmanship to students.	4.69	Very High	4.60	Very High
4. Maximizes student participation in extra-curricular activities.	4.51	Very High	4.34	Very High
5. Develops skills in participating extra-curricular activities.	4.49	Very High	4.40	Very High
Over all Mean	4.60	Very High	4.47	Very High

Statistics in table 6 shows the level of supervisory skills of school heads in the areas of extra-curricular activities as assessed by teachers and by themselves. The factors that determine the level of supervisory skills of school heads in terms of extra-curricular activities as assessed by themselves, "Encourages students to participate in a school extra-curricular program such as cultural, sports, etc." with a highest mean score of 4.76 interpreted as very great level and "Develops skills in participating extra-curricular activities" with a lowest mean score of 4.49 which is still in a very great level.

While as assessed by teachers, "Teaches values of good sportsmanship to students," with a highest mean score of 4.60, interpreted as a very great level, and "Maximizes student participation in extra-curricular activities," with a lowest mean score of 4.34, which is still in a very great level.

The overall mean score of supervisory skills of school heads in the areas of extra-curricular activities as assessed by teachers and by themselves is 4.47 and 4.60, respectively, and interpreted both as very great levels.

The Level of Supervisory Skills of School Heads According to the aforementioned Variables

Table 7. Level of Supervisory Skills of School Heads as According to Age

	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
Classroom Instructions				
1. Introduces different forms of assessment.	4.11	Very High	4.27	Very High
2. Encourages the use of multi-media for instruction.	4.53	Very High	4.31	Very High
3. Teaches different teaching methods and strategies.	4.26	Very High	4.42	Very High
4. Enforces classroom rules and procedures.	4.42	Very High	4.54	Very High
5. Encourages the use of technology for instruction.	4.58	Very High	4.46	Very High
Over all Mean	4.38	Very High	4.40	Very High
Learning Environment				
1. Creates an engaging learning environment.	4.16	High	4.42	Very High
2. Provides an environment for the free and open expression of ideas, opinions and beliefs.	4.42	Very High	4.65	Very High
3. Provides physical environment comfortable and accessible for all students	4.16	High	4.35	Very High
4. Encourages mutual respect among all students.	4.58	Very High	4.65	Very High
5. Provides an environment that promotes the use of technology among learners and teachers.	4.26	Very High	4.35	Very High
Over all Mean	4.32	Very High	4.48	Very High
Extra-Curricular Activities				
1. Encourages students to participate in a school extra-curricular program such as cultural, sports, etc.	4.84	Very High	4.69	Very High
2. Gives opportunity to students to compete with their peers.	4.58	Very High	4.54	Very High
3. Teaches values of good sportsmanship to students.	4.74	Very High	4.65	Very High
4. Maximizes student participation in extra-curricular activities.	4.42	Very High	4.58	Very High
5. Develops skills in participating extra-curricular activities.	4.47	Very High	4.50	Very High
Over all Mean	4.61	Very High	4.59	Very High

Table 7 shows the result of the level of supervisory skills of school heads according to age. The result shows that both the younger and older school heads got a very great level of classroom instruction. "Encourages the use of technology for instruction" has the highest mean score of 4.58 for younger school heads, and "Enforces classroom rules and procedures" has the highest mean score of 4.54 for older school heads. While "Introduces different forms of assessment" has the lowest mean score of 4.11 for younger school heads and 4.27 for older school heads.

In the learning environment, the result shows that both the younger and older school heads got a very great level. "Encourages mutual respect among all students" has the highest mean score of 4.58 for younger school heads. "Provides an environment for the free and open expression of ideas, opinions, and beliefs" and "Encourages mutual respect among all students" has the highest mean score of both 4.65 for older school heads. While "Creates an engaging learning environment" and "Provides physical environment comfortable and accessible for all students," both lowest mean scores 4.16 for younger school heads and "Provides physical environment comfortable and accessible for all students" and "Provides an environment that promotes the use of technology among learners and teachers" both lowest mean score 4.35 for older school heads.



While in the extra-curricular activities, the result shows that the younger and older school heads got a very great level. "Encourages students to participate in a school extra-curricular program such as cultural, sports, etc." the highest mean score was 4.84 for younger school heads and 4.69 for older school heads. While "Maximizes student participation in extra-curricular activities" has the lowest mean score of 4.42 for younger school heads, and "Develops skills in extra-curricular activities" has the lowest mean score of 4.50 for older school heads.

Table 8. Level of Supervisory Skills of School Heads as According to Sex

Classroom Instructions	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. Introduces different forms of assessment.	4.18	High	4.21	High
2. Encourages the use of multi-media for instruction.	4.35	Very High	4.43	Very High
3. Teaches different teaching methods and strategies.	4.35	Very High	4.36	Very High
4. Enforces classroom rules and procedures.	4.53	Very High	4.46	Very High
5. Encourages the use of technology for instruction.	4.59	Very High	4.46	Very High
Over all Mean	4.40	Very High	4.39	Very High
Learning Environment				
1. Creates an engaging learning environment..	4.35	Very High	4.29	Very High
2. Provides an environment for the free and open expression of ideas, opinions and beliefs.	4.65	Very High	4.50	Very High
3. Provides physical environment comfortable and accessible for all students	4.47	Very High	4.14	High
4. Encourages mutual respect among all students.	4.65	Very High	4.61	Very High
5. Provides an environment that promotes the use of technology among learners and teachers.	4.18	High	4.39	Very High
Over all Mean	4.46	Very High	4.39	Very High
Extra Curricular Activities				
1. Encourages students to participate in a school extra-curricular program such as cultural, sports, etc.	4.65	Very High	4.82	Very High
2. Gives opportunity to students to compete with their peers.	4.59	Very High	4.54	Very High
3. Teaches values of good sportsmanship to students.	4.76	Very High	4.64	Very High
4. Maximizes student participation in extra-curricular activities.	4.47	Very High	4.54	Very High
5. Develops skills in participating extra-curricular activities.	4.53	Very High	4.46	Very High
Over all Mean	4.60	Very High	4.60	Very High

Table 8 shows the result of the level of supervisory skills of school heads according to sex. The result shows that both male and female school heads got a very great level of classroom instruction. "Encourages the use of technology for instruction" as the highest mean score of 4.59 for male school heads, and "Enforces classroom rules and procedures" and "Encourages the use of technology for instruction" as the highest mean score of 4.46 for female school heads. While "Introduces different forms of assessment" has the lowest mean score of 4.18 for male school heads and 4.21 for female school heads.

The result shows that the male and female school heads got a great level in the learning environment. "Encourages mutual respect among all students" and "Provides an environment for the free and open expression of ideas, opinions, and beliefs" as the highest mean score of 4.65 for male school heads and "Encourages mutual respect among all students" as the highest mean score 4.61 for female school heads. While "Provides an environment that promotes the use of technology among learners and teachers" was the lowest mean score of male school heads, and "Provides physical environment comfortable and accessible for all students" was the lowest mean score of 4.14 for female school heads.

While in the extra-curricular activities, the result shows that both the male and female school heads got a very great level. "Teaches values of good sportsmanship to students" has the highest mean score of 4.76 for male school heads, and "Encourages students to participate in a school extra-curricular program such as cultural, sports, etc." has the highest mean score of 4.82 for female school heads. While "Maximizes student participation in extra-curricular activities" has the lowest mean score of 4.47 for male school heads, and "Develops skills in extra-curricular activities" has the lowest mean score of 4.46 for female school heads.

Table 9. Level of Supervisory Skills of School Heads as According to Highest Educational Attainment

Classroom Instructions	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. Introduces different forms of assessment.	4.26	Very High	4.00	High
2. Encourages the use of multi-media for instruction.	4.47	Very High	4.18	High
3. Teaches different teaching methods and strategies.	4.41	Very High	4.18	High
4. Enforces classroom rules and procedures.	4.59	Very High	4.18	High
5. Encourages the use of technology for instruction.	4.56	Very High	4.36	Very High
Over all Mean	4.46	Very High	4.18	High

**Learning Environment**

1. Creates an engaging learning environment..	4.35	Very High	4.18	High
2. Provides an environment for the free and open expression of ideas, opinions and beliefs.	4.62	Very High	4.36	Very High
3. Provides physical environment comfortable and accessible for all students	4.32	Very High	4.09	High
4. Encourages mutual respect among all students.	4.68	Very High	4.45	Very High
5. Provides an environment that promotes the use of technology among learners and teachers.	4.32	Very High	4.27	Very High
Over all Mean	4.46	Very High	4.27	Very High

Extra Curricular Activities

1. Encourages students to participate in a school extra-curricular program such as cultural, sports, etc.	4.79	Very High	4.64	Very High
2. Gives opportunity to students to compete with their peers.	4.56	Very High	4.55	Very High
3. Teaches values of good sportsmanship to students.	4.71	Very High	4.64	Very High
4. Maximizes student participation in extra-curricular activities.	4.53	Very High	4.45	Very High
5. Develops skills in participating extra-curricular activities.	4.56	Very High	4.27	Very High
Over all Mean	4.63	Very High	4.51	Very High

Table 9 shows the result of the level of supervisory skills of school heads according to highest educational attainment. The result indicates that school heads with lower educational attainment got a great level while those with higher educational attainment got a great level in classroom instruction. "Enforces classroom rules and procedures" has the highest mean score, 4.59, for school heads with lower educational attainment, and "Encourages the use of technology for instruction" has the highest mean score of 4.36 for school heads with higher educational attainment. While "Introduces different forms of assessment" has the lowest mean score of 4.26 for schools with lower educational attainment and 4.00 for school heads with higher educational attainment.

In the learning environment, the result shows that school heads got a very great level with lower and higher educational attainment. "Encourages mutual respect among all students" is the highest mean score of 4.68 for school heads with lower educational attainment and 4.45 for those with higher educational attainment. While "Provides physical environment comfortable and accessible for all students" and "Provides an environment that promotes the use of technology among learners and teachers," the lowest mean score is 4.32 for school heads with lower educational attainment and "Provides physical environment comfortable and accessible for all students" as the lowest mean score 4.09 for school heads with higher in educational attainment.

While in the extra-curricular activities, the result shows that school heads got a very great level with lower and higher educational attainment. "Encourages students to participate in a school extra-curricular program such as cultural, sports, etc." has the highest mean score of 4.79 for school heads with lower educational attainment, and "Encourages students to participate in a school extra-curricular program such as cultural, sports, etc." and Teaches values of good sportsmanship to students" as the highest mean score 4.64 for school heads with higher educational attainment. While "Maximizes student participation in extra-curricular activities" with the lowest mean score of 4.53 for school heads with lower educational attainment, and "Develops skills in participating extra-curricular activities" has the lowest mean score of 4.27 for school heads with higher educational attainment.

Table 10. Level of Supervisory Skills of School Heads as According to Number of Years as School Head

Classroom Instructions	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. Introduces different forms of assessment.	4.08	High	4.35	Very High
2. Encourages the use of multi-media for instruction.	4.36	Very High	4.45	Very High
3. Teaches different teaching methods and strategies.	4.24	Very High	4.50	Very High
4. Enforces classroom rules and procedures.	4.32	Very High	4.70	Very High
5. Encourages the use of technology for instruction.	4.48	Very High	4.55	Very High
Over all Mean	4.30	Very High	4.51	Very High
Learning Environment				
1. Creates an engaging learning environment..	4.24	Very High	4.40	Very High
2. Provides an environment for the free and open expression of ideas, opinions and beliefs.	4.56	Very High	4.55	Very High
3. Provides physical environment comfortable and accessible for all students	4.12	High	4.45	Very High
4. Encourages mutual respect among all students.	4.56	Very High	4.70	Very High
5. Provides an environment that promotes the use of technology among learners and teachers.	4.32	Very High	4.30	Very High
Over all Mean	4.36	Very High	4.48	Very High
Extra Curricular Activities				
1. Encourages students to participate in a school extra-curricular program such as cultural, sports, etc.	4.76	Very High	4.75	Very High



2. Gives opportunity to students to compete with their peers.	4.52	Very High	4.60	Very High
3. Teaches values of good sportsmanship to students.	4.72	Very High	4.65	Very High
4. Maximizes student participation in extra-curricular activities.	4.48	Very High	4.55	Very High
5. Develops skills in participating extra-curricular activities.	4.44	Very High	4.55	Very High
Over all Mean	4.58	Very High	4.62	Very High

Table 10 shows the result of the level of supervisory skills of school heads according to the number of years as a school head. The result shows that the shorter and longer service of school heads got a great level of classroom instruction. "Encourages the use of technology for instruction" has the highest mean score of 4.48 for a shorter length of service of school heads, and "Enforces classroom rules and procedures" has the highest mean score of 4.70 for a longer length of service of school heads. While "Introduces different forms of assessment" has the lowest mean score of 4.08 for a shorter length of service of school heads and 4.35 for a longer length of service of school heads.

In the learning environment, the result shows that both the shorter and longer in the length of service school heads got a very great level. "Provides an environment for the free and open expression of ideas, opinions, and beliefs" and "Encourages mutual respect among all students" as the highest mean score, 4.56 for a shorter length of service of school heads, and "Encourages mutual respect among all students" as the highest mean score both 4.70 for longer in the length of service of school heads. While "Provides physical environment comfortable and accessible for all students" has the lowest mean score of 4.12 for a shorter length of service of school heads, and "Provides an environment that promotes the use of technology among learners and teachers" has the lowest mean score 4.30 for longer in the length of service of school heads.

While in the extra-curricular activities, the result shows that both the shorter and longer length of service of school heads got a very great level. "Encourages students to participate in a school extra-curricular program such as cultural, sports, etc." the highest mean score was 4.76 for the shorter length of service of school heads and 4.75 for the longer in length of service of school heads. While "Develops skills in participating in extra-curricular activities" with the lowest mean score of 4.44 for a shorter length of service of school heads and "Maximizes student participation in extra-curricular activities," and "Develops skills in participating in extra-curricular activities" with the lowest mean score 4.55 for longer in the length of service of school heads.

Summary of Findings

In the profile of school heads, the number of older is more than the younger school heads. The number of females is more than the number of male school heads. The number of school heads with lower educational attainment is more than those with higher educational attainment. The number of school heads with shorter experience is more than those with longer experience. Finally, the number of school heads with a higher average income is more than those with a lower average income.

On the other hand, in the profile of teachers, the number of younger is more than the older teachers. The number of females is more than the male teachers. The number of teachers with lower educational attainment is more than with higher educational attainment. The number of teachers with shorter experience is more than those with longer experience. Finally, the number of teachers with a lower average income is more than those with a higher average income.

In the level of supervisory skills of school heads in the areas of classroom instruction as assessed by teachers and by themselves, the school heads got higher compared to teachers. Moreover, in the learning environment areas, the school heads and teachers got the same mean score of 4.41, which is a very great level. Furthermore, in the areas of extra-curricular activities, the school heads got higher compared to teachers.

The level of supervisory skills of school heads according to age, sex, highest educational attainment, number of years, and average family monthly income. The older school heads got higher in the classroom instruction and learning environment compared to younger school heads. In comparison, the younger school heads got higher in the extra-curricular activities than older school heads. Moreover, the male school heads got higher in classroom management and learning environment compared to female school heads. In contrast, in the extra-curricular activities, both the male and female school heads got high with the same mean score of 4.60, which is a very great level.

Further, school heads with lower educational attainment got higher in classroom management, learning environment, and extra-curricular activities compared to school heads with higher educational attainment. Furthermore, school heads with longer service got higher in classroom instruction, learning environment, and extra-curricular activities than school heads with shorter service. Finally, school heads with lower average income got higher in classroom instruction, learning environment, and extra-curricular activities compared to school heads with higher average income.

In the level of fiscal management skills of school heads in the areas of generating resources as assessed by teachers and by themselves, the school heads got higher compared to teachers. Moreover, in the areas of spending resources, the school heads got higher compared to teachers. Furthermore, in the areas of transparency of resources, the school heads got higher compared to teachers.



The level of fiscal management skills of school heads according to age, sex, highest educational attainment, number of years, and average family monthly income. The older school heads got higher in generating resources, spending resources, and transparency of resources compared to younger school heads. Moreover, female school heads increased in generating resources, spending resources, and transparency of resources compared to male school heads. Further, school heads with lower educational attainment got higher in generating resources and spending resources compared to school heads with higher educational attainment. In contrast, school heads with higher educational attainment got higher in the transparency of resources compared to school heads with lower educational attainment. Furthermore, school heads with longer service got higher in generating resources, spending resources, and transparency of resources compared to school heads with shorter service. Finally, school heads with lower average income got higher in generating resources compared to school heads with higher average income. In comparison, school heads with higher average income got higher in spending on resources and transparency of resources compared to school heads with lower average income.

In the level of interpersonal skills of school heads in the areas of personal relation as assessed by teachers and by themselves, the school heads got higher compared to teachers. Moreover, in the areas of social relations, the school heads got higher compared to teachers. Furthermore, in the areas of professional resources, the school heads got higher compared to teachers. The level of interpersonal skills of school heads according to age, sex, highest educational attainment, number of years, and average family monthly income. The older school heads got higher in personal relations, social relations, and professional relations compared to younger school heads. Moreover, female school heads got higher in personal relations, social relations, and professional relations compared to male school heads. Further, school heads with lower educational attainment got higher in personal relations compared to school heads with higher educational attainment, while school heads with higher educational attainment got higher in social relations and professional relations compared to school heads with lower educational attainment. Furthermore, school heads with longer service got higher in personal relations, social relations, and professional relations compared to school heads with shorter service. Finally, school heads with higher average income got higher in personal relations, social relations, and professional relations compared to school heads with lower average income.

In the level of school performance in terms of net enrolment rate, drop-out rate, and completion rate. Out of 45 schools, only Alfonso Damondamon Elementary School got perfectly as the highest rate in net enrolment rate and completion rate and the lowest rate of drop-out, which is 0%. The achievement of the school is in line with the planning standard of the department of education. In the net enrolment rate, the following schools Ani-e Elementary School, Bagacay Elementary School, Dela Rosa Elementary School, Laga-an Elementary School, Lagoc Elementary School, Patun-an Elementary School, and San Isidro Elementary School met the national planning standard. In the drop-out rate, the following schools met the national planning standard Anie Elementary School, Bantayanon Elementary School, Dela Rosa Elementary School, Maaslob Elementary School, Malanog Elementary School, Paghumayan Elementary School, Pantao Elementary School, Patun-an Elementary School, Pesons Elementary School, Pinocutan Elementary School R. Castellano Elementary School, R. Magsaysay Memorial Elementary School, San Benito Elementary School, San Isidro Elementary School and Tinibiangan Elementary School. However, only Damondamon Elementary School and HP Mahilum Elementary School met the national planning standard in the completion rate.

In the area of classroom instruction, learning environment, and extra-curricular activities, when grouped and compared according to variables, the age, sex, educational attainment, number of years as school head, and average income had no influence on the level of supervisory skills of school heads. Moreover, in the area of generating resources, spending resources, and transparency of resources when grouped and compared according to variables, the age, sex, educational attainment, number of years as school head, and average income had no influence on the level of fiscal management of school heads. And finally, in the area of personal relations, social relations, and professional relations, when grouped and compared according to variables, the age, sex, educational attainment, number of years as school head, and average income had no influence on the level of interpersonal skills of school heads. Lastly, the supervisory and school performance, fiscal management and school performance, and interpersonal skills and school performance had no significant relationship with each other.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The profile of the school heads and teachers in terms of age, sex, educational attainment, length of service, and average family monthly income does not affect the performance of the school.
2. The level of supervisory skills of school heads in terms of classroom instruction, learning environment, and extra-curricular activities was high as assessed by teachers and by themselves.
3. The level of supervisory skills of school heads in terms of classroom instruction, learning environment, and extra-curricular activities, when grouped and compared according to age, sex, educational attainment, length of service, and average income, was high.
4. The level of fiscal management skills of school heads in terms of generating resources, spending resources, and transparency of resources was high as assessed by teachers and by themselves.



5. The level of fiscal management skills of school heads in terms of generating resources, spending resources, and transparency of resources when grouped and compared according to age, sex, educational attainment, length of service, and the average income was high.
6. The level of interpersonal skills of school heads in terms of personal relations, social relations, and professional relations were high, as assessed by teachers and school heads.
7. The level of interpersonal skills of school heads in terms of personal relations, social relations, and professional relations, when grouped and compared according to age, sex, educational attainment, length of service, and average income, was high.
8. The level of school performance in terms of net enrolment rate, drop-out rate, and completion rate. Out of 45 schools, only one met the national planning standard of the above-mentioned indicators.
9. The level of supervisory skills of school heads in terms of classroom instruction, learning environment, and extra-curricular activities, when grouped and compared according to age, sex, educational attainment, length of service, and average income, had no significant difference.
10. The level of fiscal management skills of school heads in terms of generating resources, spending resources, and transparency of resources when grouped and compared according to age, sex, educational attainment, length of service, and average income had no significant difference.
11. The level of interpersonal skills of school heads in terms of generating resources, spending resources, and transparency of resources when grouped and compared according to age, sex, educational attainment, length of service, and average income had no significant difference.
12. There was no significant relationship between the level of supervisory skills and school performance.
13. There was no significant relationship between the level of fiscal management skills and school performance.
14. There was no significant relationship between the level of interpersonal skills and school performance.

Recommendations

Based on the findings and conclusions of this investigation, in order to have an effective and efficient leader in school, the following recommendations were formulated:

1. It is highly recommended that all school heads should be evaluated every year in relation to their performance on the level of supervisory, fiscal management, and interpersonal skills.
2. It is recommended to send school heads to seminars, pieces of training, benchmarking, and mentoring in relation to supervisory, fiscal management, and interpersonal skills to enhance their knowledge.
3. It is recommended that school heads are required to enroll in a master's degree leading to educational management to upgrade their knowledge in terms of supervisory, fiscal management, and interpersonal skills.
4. It is recommended that teachers, pupils, parents, and other stakeholders will be informed of the result of this study in order that they can contribute to a better performance of the school.
5. It is recommended that the result and findings of this study will be utilized by any school heads for the delivery of supervisory, fiscal management, and interpersonal skills in their own schools.
6. It is recommended that future researchers should conduct a similar study in other schools division of Negros Occidental to confirm or deny the findings of this study.

References:

- Arquila, E. (2021). Sex and gender: What is the difference? Retrieved from <https://www.medicalnewstoday.com/articles/232363>.
- Azucena Jr, J. A., Geroso, M. J. S., & Maguate, G. S. (2023). Contingent Educational Management Response: The Construction and Validation of Leadership Scale in the Era of Change. *International Journal of Humanities and Social Science (IJLRHSS)*, 6(07), 315-327.
- Craus, A., Geroso, P. J. M., & Maguate, G. (2023). Assessment of School Improvement Plan 2013-2015: Basis for the Technical Assistance Plan. *Valley International Journal digital Library*, 2952-3035.
- Department of Education Public Schools, 2013
- Farlex, K. (2018). Changing Profile of Teachers in the Digital Age. *Journal of Educational Education*. <https://www.lawinsider.com/dictionary/generating-resources>
- Geroso, P. J. M. S., & Maguate, G. (2023). Organizational, Social, Economic and Financial Management Performance of Cooperatives. *International Journal of Scientific Research and Management (IJSRM)*, 11(10), 5263-5282.
- Janardhanan, S. and Raghavan, S. (2018). Employees' Tenure and Length of Service and Performance: A Case Study on the Moderating Role of Psychological Empowerment among Supervisors. *International Journal of Business and Management*. -ISSN: 2590-3721. DOI: 10.26666/rmp.ijbm.2018.2.1



Johnson, S. (2022). What is Fiscal Administration. HistoricalIndex.org. Retrieved from <https://www.historicalindex.org/what-is-fiscal-administration>

Lawson, K. (2013). Taking Charge of your Health & Wellbeing. University of Minnesota. Retrieved from <https://www.takingcharge.csh.umn.edu/what-do-we-mean-personal-relationships>

Meriam Webster Dictionary Springfield Massachusetts, USA, 2013. Meriam-Webster's Learner's Dictionary

Moises, R. D., & Maguate, G. S. (2023). School Learning Action Cell and Professional Development. International Journal of Latest Research in Humanities and Social Science (IJLRHSS), 6(07), 127-133.

Tiauzon, M. J., Moyani Jr, G., Bautista, M., & Maguate, G. (2023). Management Skills of Department Heads in Relation to Employees Work Performance. Valley International Journal Digital Library, 5327-5334.

The Governance of Basic Education Act of 2001 (Republic Act 9155). Retrieved from: <https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/>