

Actual Vis-a-Vis Desired Supervisory Practices As Perceived by Teachers and Supervisory Officials in University of Perpetual Help System – DALTA: Prelude Towards an Enhanced Supervisory Program

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Abstract

An effective supervision and instruction program is one of the key elements of a successful school. This research aimed to conduct a study on supervisory practices to help teachers improve their classroom performance and ultimately raise the quality of students' output. A descriptive survey method was used in this study to gather qualitative data from 134 teachers and 36 supervisory officials in the University of Perpetual System. An adapted and modified survey questionnaire was used and had two parts; the first part focused on the profile while the second part contained supervisor practices as perceived by the respondents. A convenience sampling method was used, analysis of variance (ANOVA) was used to determine the significant differences between the actual and desired supervisory practices of the respondents, and a t-test of independent samples was used to determine the significant differences between the perceptions of the respondents. The findings revealed that the actual supervisory practices in the areas of instruction, communication, staff development, and classroom visitation were found significant since the computed t-values exceeded the t-value of 1.974 at a 5% significance level and evaluation and leadership were found significant since the computed t-values did not exceed the critical value of 1.974 at a 5% significance level. The study suggested that the actual supervisory practices about instruction, communication, staff development, evaluation, leadership, and classroom visitation were efficient and must be continued. The desired supervisory practices about instruction, communication, staff development, evaluation, leadership, and classroom visitation were desirable and must be introduced.

Keywords: Supervisory Practices, Actual Supervisory Practices, Desired Supervisory Practices, Supervision of Instruction, Supervisory Officials

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Introduction

Behind every successful school is an effective supervision program. Supervision is the glue that holds a successful school together ... a process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony toward their vision of what the school should be. (Glickman, 2004)

As cited in the work of Fisher (2005), supervision involves actions taken by the administrators to ensure a school is a positive safe place where learning occurs. It includes the administrators closely watching teacher's lessons and interactions with students to ensure they are effectively teaching state standards and are inspiring students to reach their highest potential. It consists of guiding teachers regarding instruction by providing feedback and available resources for professional development. According to Abdulkareem (2001), supervision helps establish order in the school, which means there are interactions between teachers and supervisors that allow administrators to know teachers' opinions and expectations on implementing supervisory practices successfully.

According to Calabrese and Zepeta (1997), the traditional supervision that most teachers experience is obligatory in nature and seldom tied to good practice. On the other hand, Pajak (2000), claims that modern supervisory practices attempt to restructure schools, classrooms, and practices which means that the context of supervision is evolving to adapt and be responsive to unprecedented changes, demands, and opportunities in the 21st-century school setting. As cited in the work of Sullivan and Glanz (2002), different models of supervision produced different practices. In the 21st-century school setting, there are plenty of supervision models that could be used; however, supervisors should find a suitable model of supervision that could help improve teachers' performance. To achieve this, supervisors usually employ varied supervisory practices.

In the Philippines, the Department of Education only provides the structure for supervisory practices, but the details of the supervisory practices are left to the supervisors. As cited in the work of Abdulkareem (2001), there are 12 dimensions for school supervision practices - communication, staff development, instructional program, planning and change, motivating and organizing, observation and conferencing, curriculum, problem-solving and decision making, service to teachers, personal development, community relations, research and program evaluation. These 12 dimensions of supervision practices help supervisory officials review and evaluate their school policies and programs to ensure that all elements of effective supervisory practices are in place.

The researcher found it necessary to conduct supervisory practices to help teachers improve their classroom performance and ultimately raise the quality of students' output. This study focused on the 6 dimensions of supervisory practices - communication, staff development, instruction, assessment, leadership, and classroom visitation. The result of this study yielded empirical data that determined the perceptions of teachers and supervisory officials on supervisory practices being employed in the Basic Education Department of the University of Perpetual Help System-DALTA. Hence, the researcher proposed an enhanced supervisory program to attain its quest for quality and excellence.

Theoretical Framework

This study was anchored to Glickman's Developmental Supervision Model. It serves as the theoretical framework for this research. As cited in the work of Glickman (2004), the model proposes altering the original clinical supervision model to accommodate the individual professional needs of teachers as adults by considering their current developmental level and designing an evaluation process that best fits this diagnosed stage of development. It was supported by Dodd (2006) that Glickman's supervision model expands the direct assistant format found in the original clinical supervision model by adding a dimension concerned with human development and differences. Dodd's study further added that supervision is developmental and supports the need of teachers to choose the supervisory process. It was further supported by the study of Abdulkareem (2001), that there are 12 dimensions for school supervision; however, supervisors often utilize 6 dimensions of supervisory practices.

Literature Review

The literature and studies reviewed were synthesized to highlight their similarities and diversities with the present study. This study aimed to compare the actual and desired supervisory practices as perceived by teachers and supervisory officials in the University of Perpetual Help System DALTA. The concepts of Figueroa Rexach (2004) regarding the actual and desired teacher attitudes towards supervision of instruction and instructional strategies in pedagogical content were clearly defined which gave the idea of how supervision of instruction and instructional strategies affect the actual and desired teacher attitudes. This study was similar to the present study in terms of teachers' perceptions of supervisory practices. However, in the present study, the researcher includes supervisory officials.

Obinaju (2001), Fisher (2005), and Dangani (2008) stated that effective supervision of instruction can be achieved through changing classroom practices of teachers from traditional strategies to more updated or modern and innovative approaches to teaching and learning in schools that can contribute to improving student learning. This was somewhat similar to the present study about the classroom practices of teachers as one of its variables.

This study was similar to the researcher's study because both deal with the instructional practices of teachers; however, the difference lies in the respondents of the study (Dangani, 2008).

The study of Blake (2007), Figueroa (2004), and Leach (2005) were included in this study because of the familiar goals and objectives they had in their studies and the variables used; however, the differences were focused on the respondents, locale, and time element of the present study.

Methodology

The study employed the descriptive survey method of research in gathering the quantitative data. The primary data-gathering instrument in this research was an adapted questionnaire from the work of Abdulkareem (2001). Revisions, changes, and additional questions were added by the researcher to suit the purposes of the study.

The population of this study consisted of one hundred thirty - four teachers and thirty - six supervisory officials in basic education. This study was conducted in the University of Perpetual Help System DALTA – Basic Education Department, in three campuses, namely: University of Perpetual Help System DALTA – Las Pinas, University of Perpetual System DALTA – Molino, University of Perpetual Help System – Calamba.

The first part consisted of questions relative to the profile of the two groups of respondents: age, gender, position, years of teaching experience, academic degree, and educational preparation.

The second part contained supervisory practices as perceived by teachers and supervisory officials. They were focused on instruction, communication, staff development, evaluation, leadership, and classroom visitation. A Five-point Likert scale was used to determine the effectiveness/desirability of practices.

The following statistical instruments were used: frequency and percentage distribution, weighted mean and ranking, analysis of variance, and a t-test of independent samples.

Frequency Distribution was used to determine the respondent's profile according to age, gender, position, years of experience (as teachers/as supervisory officials), and educational preparation (education graduate/non-education graduate).

Weighted Mean and Ranking were utilized to determine the supervisory practices along the following variables: instruction, communication, staff development, evaluation, leadership, and classroom visitation.

Analysis of Variance (ANOVA) was employed to determine the significant differences between the actual and desired supervisory practices of the respondents when they were grouped according to their age, gender, position, years of experience, and educational preparation.

A T-test of Independent Samples was used to determine the significant differences between the perceptions of teachers and supervisory officials.

Results and Discussion

This study came up with the following findings:

On the Demographic Characteristics of the Respondents

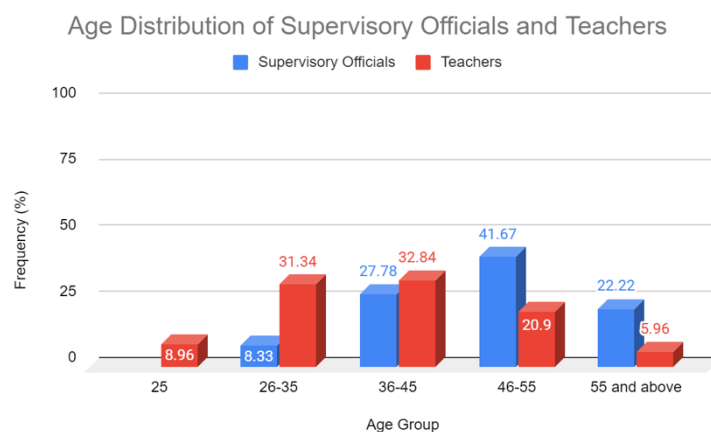


Figure 1: Age Distribution of Supervisory Officials and Teachers

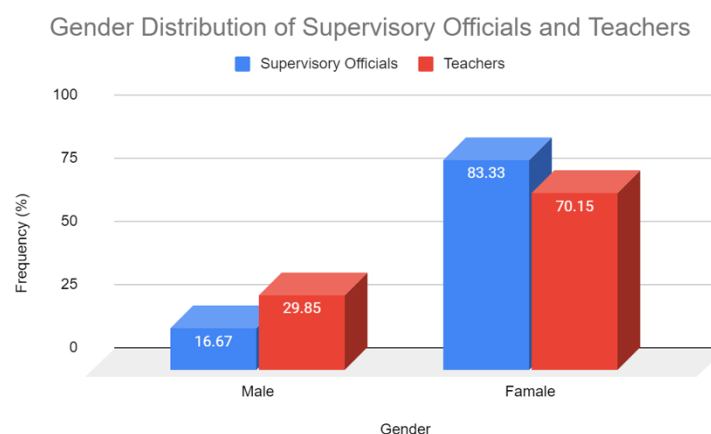


Figure 2: Gender Distribution of Supervisory Officials and Teachers

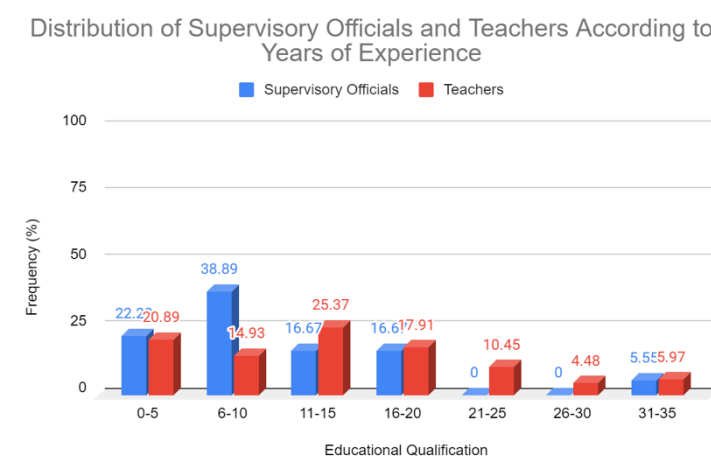


Figure 3: Distribution of Supervisory Officials and Teachers According to Years of Experience

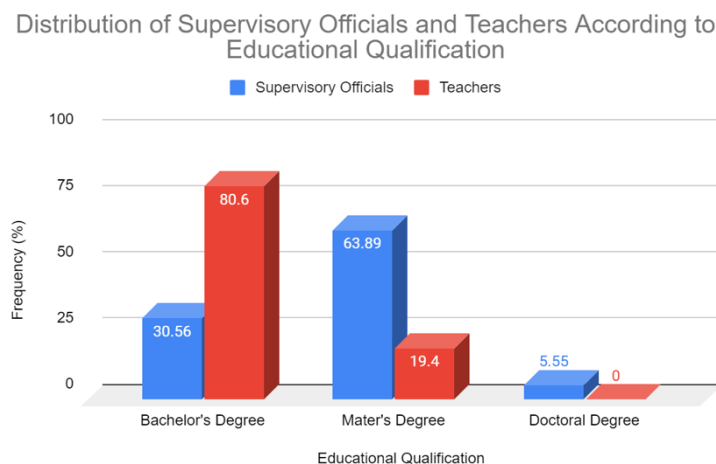


Figure 4: Distribution of Supervisory Officials and Teachers According to Educational Qualification

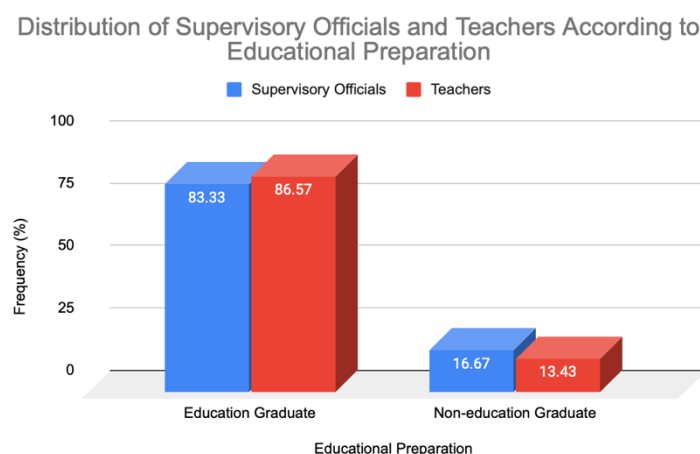


Figure 5: Distribution of Supervisory Officials and Teachers According to Educational Preparation

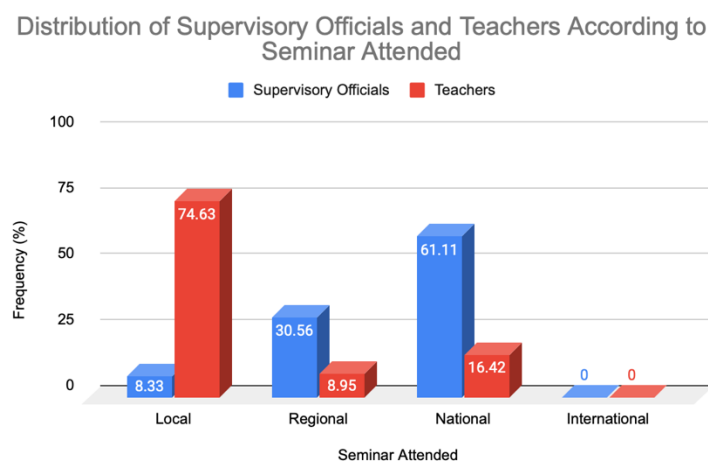


Figure 6: Distribution of Supervisory Officials and Teachers According to Seminar Attended

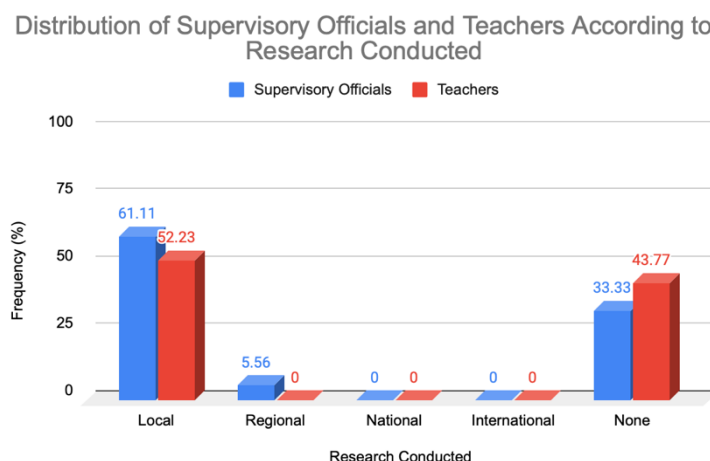


Figure 7: Distribution of Supervisory Officials and Teachers According to Research Conducted

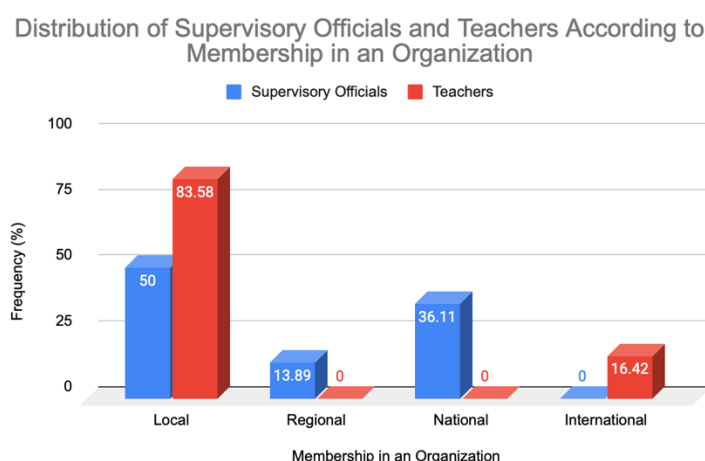


Figure 8: Distribution of Supervisory Officials and Teachers According to Membership in an Organization

Supervisory Officials

As shown in the figures above, there were 36 supervisory officials involved in the study. The majority of the supervisory officials belonged to the age range of 46 – 55 years old. In terms of gender, the majority of them were female. Thirty-nine percent of the supervisory officials had 6 – 10 years of administrative experience. Sixty-four percent of the supervisory officials were Master's degree holders. The majority of the supervisory officials were education graduates. In terms of seminars attended during the last three years, the majority of the supervisory officials attended national seminars. The majority of the supervisory officials conducted research locally. Fifty percent of the supervisory officials were members of local organizations.

Teachers

As shown in the figures above, there were 134 teachers involved in the study. The majority of the teachers belonged to the age range of 36 – 45 years old. In terms of gender, the majority of them were female. Twenty-five percent of the teachers had 11 – 15 years of experience as plain faculty. The majority of the teachers were Bachelor's degree holders. The majority of the teachers were education graduates. In terms of seminars attended during the last three years, the majority of the teachers attended national seminars. More than 50 percent of the teachers conducted research locally. The majority of the teachers were members of local organizations.

Actual and Desired Supervisory Practices As Perceived by Both Teachers and Supervisory Officials.

Table 1: Actual Supervisory Practices as Perceived by both Teachers and Supervisory Officials

PRACTICE	OVERALL MEAN	INTERPRETATION
ACTUAL		
Instruction	3.90	Very Effective
Communication	4.16	Very Effective
Staff Development	4.03	Very Effective
Evaluation	3.84	Very Effective
Leadership	4.08	Very Effective
Classroom Visitation	4.00	Very Effective

Legend: Rating Scale for Actual Supervisory Practices

Range Interval	Interpretation
1.00 - 1.79	Ineffective
1.80 - 2.59	Minimally Effective
2.60 - 3.39	Effective
3.40 - 4.19	Very Effective
4.20 - 5.00	Highly Effective

As shown in Table 1, the actual supervisory practices as perceived by both teachers and supervisory officials about instruction, communication, staff development, evaluation, leadership, and classroom visitation were very effective.

Table 2: Actual Supervisory Practices as Perceived by both Teachers and Supervisory Officials

PRACTICE	OVERALL MEAN	INTERPRETATION
Desired		
Instruction	3.83	Very Desirable
Communication	4.02	Very Desirable
Staff Development	4.02	Very Desirable
Evaluation	4.08	Very Desirable
Leadership	4.07	Very Desirable
Classroom Visitation	4.03	Very Desirable

Legend: Rating Scale for Desired Supervisory Practices

Range Interval	Interpretation
1.00 - 1.79	Not Desirable
1.80 - 2.59	Less Desirable
2.60 - 3.39	Desirable
3.40 - 4.19	Very Desirable
4.20 - 5.00	Highly Desirable

As shown in Table 2, the desired supervisory practices as perceived by both teachers and supervisory officials about instruction, communication, staff development, evaluation, leadership, and classroom visitation were very desirable.

Significant Differences Among the Actual and Desired Supervisory Practices As Perceived by Teachers and Supervisory Officials When They Grouped According to Demographic Profile.

Table 3: Comparison of Mean Perceptions of the Teachers when Grouped According to Age Concerning the Actual and Desired Supervisory Practices

PRACTICE	AGE					*F - computed value	Significance	Decision
	25 - below	26 - 35	36 - 45	46 - 55	56 - above			
ACTUAL								
Instruction	4.22	3.58	3.82	3.91	4.35	3.597	Significant	Ho; rejected
Communication	4.32	3.93	4.03	4.21	4.48	2.044	Not Significant	Ho; not rejected
Staff Development	3.92	3.74	3.81	4.32	4.63	5.370	Significant	Ho; rejected
Evaluation	4.10	3.77	3.70	3.97	4.15	1.731	Not Significant	Ho; not rejected
Leadership	3.98	4.00	3.77	4.38	4.43	3.329	Significant	Ho; rejected
Classroom Visitation	3.97	3.89	3.87	4.08	3.98	0.474	Not Significant	Ho; not rejected
DESIRED								
Instruction	3.80	3.68	3.74	3.97	3.95	0.651	Not Significant	Ho; not rejected
Communication	3.73	3.91	3.79	4.11	3.95	0.824	Not Significant	Ho; not rejected
Staff Development	3.87	3.91	3.77	4.14	4.25	1.251	Not Significant	Ho; not rejected
Evaluation	3.93	4.13	3.79	4.24	4.70	3.012	Significant	Ho; rejected
Leadership	4.07	4.18	3.86	3.96	4.60	2.151	Not Significant	Ho; not rejected
Classroom Visitation	4.23	4.03	3.85	4.14	4.10	1.037	Not Significant	Ho; not rejected
*F - critical value (5% level of significance, 4 & 129 df) = 2.422								

As shown in Table 3, the F-computed values in the areas of instruction, staff development, and leadership under actual supervisory practices were 3.597, 5.370, and 3.329 respectively and evaluation under desired supervisory practices had the F-computed value of 3.012. They were found significant since the computed F-values exceeded the F-critical value of 2.422 at a five percent level of significance. Thus, the null hypothesis that there are no significant differences in the actual and desired supervisory practices of teachers when grouped according to age in the areas mentioned was rejected. However, the areas of communication, evaluation, and classroom visitation under actual supervisory practices had F-computed values of 2.044, 1.731, and 0.474 respectively and instruction, communication, staff

development, leadership and classroom visitation under desired practices had F-computed values of 0.651, 0.824, 1.251, 2.151, and 1.037 respectively the null hypothesis was accepted.

Table 4: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to Age Concerning the Actual and Desired Supervisory Practices

PRACTICE	AGE				*F - computed value	Significance	Decision
	26 - 35	36 - 45	46 - 55	56 - UP			
ACTUAL							
Instruction	4.00	4.12	4.21	4.06	0.35	Not Significant	Ho; not rejected
Communication	4.40	4.32	4.53	4.49	0.51	Not Significant	Ho; not rejected
Staff Development	3.87	4.31	4.42	4.41	1.21	Not Significant	Ho; not rejected
Evaluation	4.00	3.94	3.85	3.44	2.17	Not Significant	Ho; not rejected
Leadership	4.00	4.36	4.37	4.19	0.48	Not Significant	Ho; not rejected
Classroom Visitation	4.20	4.24	4.34	3.91	1.31	Not Significant	Ho; not rejected
DESIRED							
Instruction	4.67	3.54	4.19	4.03	4.23	Significant	Ho; rejected
Communication	4.67	4.34	4.59	4.35	0.79	Not Significant	Ho; not rejected
Staff Development	4.67	4.26	4.24	4.45	0.48	Not Significant	Ho; not rejected
Evaluation	4.67	4.26	4.08	4.05	0.61	Not Significant	Ho; not rejected
Leadership	4.67	4.26	3.97	4.28	0.68	Not Significant	Ho; not rejected
Classroom Visitation	4.67	4.06	4.08	3.60	1.94	Not Significant	Ho; not rejected
*F - critical value (5% level of significance, 3 & 32 df) = 2.90							

As shown in Table 4, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 2.90 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to age was accepted. However, the null hypothesis in the area of instruction under desired supervisory practices was rejected.

Table 5: Comparison of Mean Perceptions of the Teachers when Grouped According to Gender with Concerning the Actual and Desired Supervisory Practices

PRACTICE	GENDER		*F - computed value	Significance	Decision
	Male	Female			
ACTUAL					
Instruction	3.78	3.86	0.36	Not Significant	Ho; not rejected
Communication	4.03	4.11	0.42	Not Significant	Ho; not rejected
Staff Development	3.83	4.00	1.58	Not Significant	Ho; not rejected
Evaluation	3.74	3.89	1.41	Not Significant	Ho; not rejected
Leadership	3.88	4.09	2.02	Not Significant	Ho; not rejected
Classroom Visitation	3.76	4.13	4.30	Significant	Ho; rejected
DESIRED					
Instruction	3.44	3.93	10.67	Significant	Ho; rejected
Communication	3.75	3.97	2.01	Not Significant	Ho; not rejected
Staff Development	3.44	3.93	10.67	Significant	Ho; rejected
Evaluation	3.67	4.23	13.80	Significant	Ho; rejected
Leadership	3.67	4.23	13.80	Significant	Ho; rejected
Classroom Visitation	3.67	4.23	13.80	Significant	Ho; rejected
*F - critical value (5% level of significance, 1 & 132 df) = 3.913					

As shown in Table 5, the F-computed values in the areas of instruction, communication, staff development, evaluation, and leadership under actual supervisory practices were 0.36, 0.42, 1.58, 1.41, and 2.02 lower than the F-critical value of 3.913. Therefore, the null hypothesis was accepted. The F-computed values in the areas of instruction, staff development, evaluation, leadership, and classroom visitation under desired supervisory practices were higher than the F-critical value of 3.913. Therefore, the null hypothesis was rejected.

Table 6: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to Gender with Concerning the Actual and Desired Supervisory Practices

PRACTICE	GENDER		*F - computed value	Significance	Decision
	Male	Female			
ACTUAL	4.00	4.16	0.78	Not Significant	Ho; not rejected
Instruction					
Communication	4.20	4.50	2.63	Not Significant	Ho; not rejected
Staff Development	3.93	4.42	5.94	Significant	Ho; rejected
Evaluation	4.33	3.95	1.92	Not Significant	Ho; not rejected
Leadership	4.33	4.50	0.54	Not Significant	Ho; not rejected
Classroom Visitation	4.33	4.33	0.00	Not Significant	Ho; not rejected
DESIRED					
Instruction	4.00	3.76	1.25	Not Significant	Ho; not rejected
Communication	4.00	4.35	2.03	Not Significant	Ho; not rejected
Staff Development	4.10	4.23	0.31	Not Significant	Ho; not rejected
Evaluation	4.33	4.14	0.33	Not Significant	Ho; not rejected
Leadership	4.33	4.15	0.24	Not Significant	Ho; not rejected
Classroom Visitation	4.33	3.95	1.44	Not Significant	Ho; not rejected

*F - critical value (5% level of significance, 1 & 34 df) = 4.13

As shown in Table 6, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 4.13 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to gender was accepted. However, the null hypothesis in the area of staff development under actual supervisory practices was rejected.

Table 7: Comparison of Mean Perceptions of the Teachers when Grouped According to Years of Experience Concerning the Actual and Desired Supervisory Practices

PRACTICE	YEARS OF EXPERIENCE								*F - computed value	Significance	Decision
	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	31 - 35				
ACTUAL	4.02	3.50	3.75	3.73	4.00	4.67	3.90	2.29	Significant	Ho; rejected	
instruction											
Communication	4.14	3.99	4.08	3.91	4.13	4.33	4.45	0.95	Not Significant	Ho; not rejected	
Staff Development	3.87	3.86	3.82	3.83	4.33	4.23	4.50	1.96	Not Significant	Ho; not rejected	
Evaluation	3.83	3.74	3.88	3.70	4.09	3.93	3.90	0.59	Not Significant	Ho; not rejected	
Leadership	4.07	3.71	4.14	3.78	4.20	4.30	4.43	1.73	Not Significant	Ho; not rejected	
Classroom Visitation	4.00	3.67	3.81	4.08	4.19	4.03	3.98	1.32	Not Significant	Ho; not rejected	
DESIRED											
Instruction	3.76	3.78	3.52	3.87	4.09	4.33	3.85	1.42	Not Significant	Ho; not rejected	
Communication	4.00	4.00	3.60	3.92	4.06	4.33	4.95	1.30	Not Significant	Ho; not rejected	
Staff Development	3.99	3.86	3.68	3.90	4.09	4.67	4.25	1.78	Not Significant	Ho; not rejected	
Evaluation	4.09	4.00	3.84	3.95	4.34	4.33	4.70	1.74	Not Significant	Ho; not rejected	
Leadership	4.16	4.04	3.89	3.83	4.17	4.40	4.45	1.28	Not Significant	Ho; not rejected	
Classroom Visitation	4.14	4.18	3.72	4.05	4.03	4.33	4.10	1.49	Not Significant	Ho; not rejected	
*F - critical value (5% level of significance. 6 & 127 df) = 2.17											

*F - critical value (5% level of significance, 6 & 127 df) = 2.17

As shown in Table 7, the F-computed values in all areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 2.17 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by teachers when they were grouped according to years of experience was accepted.

Table 8: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to Years of Experience Concerning the Actual and Desired Supervisory Practices

PRACTICE	YEARS OF EXPERIENCE					*F - computed value	Significance	Decision
	0 – 5	6 - 10	11 - 15	16 - 20	31 - 35			
ACTUAL	4.00	4.16	4.43	4.08	3.80	1.42	Not Significant	Ho; not rejected
Instruction								
Communication	4.31	4.36	4.80	4.67	4.00	2.78	Significant	Ho; rejected
Staff Development	4.10	4.21	4.70	4.72	4.00	3.57	Significant	Ho; rejected
Evaluation	3.66	3.79	4.35	3.57	3.40	3.54	Significant	Ho; rejected
Leadership	4.29	4.25	4.60	4.50	3.10	3.89	Significant	Ho; rejected
Classroom Visitation	4.20	4.21	4.50	4.35	2.90	6.51	Significant	Ho; rejected
DESIRED								
Instruction	4.23	4.06	3.70	4.20	3.20	1.69	Not Significant	Ho; not rejected
Communication	4.58	4.49	4.57	4.50	3.60	1.81	Not Significant	Ho; not rejected
Staff Development	4.48	4.00	4.77	4.77	3.40	5.04	Significant	Ho; rejected
Evaluation	4.60	3.94	4.70	4.00	3.00	4.14	Significant	Ho; rejected
Leadership	4.45	3.83	4.70	4.50	3.00	3.26	Significant	Ho; rejected
Classroom Visitation	4.25	3.80	4.43	4.13	3.00	2.46	Not Significant	Ho; not rejected

*F - critical value (5% level of significance, 4 & 31 df) = 2.68

As shown in Table 8, the F-computed values in most areas of the supervisory practices were found significant since the computed F-values exceeded the F-critical value of 2.68 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to years of experience was rejected. However, the null hypothesis in the area of instruction under actual supervisory practices instruction, communication, and classroom visitation under desired supervisory practices was accepted.

Table 9: Comparison of Mean Perceptions of the Teachers when Grouped According to Educational Qualification Concerning the Actual and Desired Supervisory Practices

PRACTICE	EDUCATIONAL QUALIFICATION			*F - computed value	Significance	Decision
	Bachelor	Masteral	Doctoral			
ACTUAL	3.85	3.82	2.90	1.78	Not Significant	Ho; not rejected
Instruction						
Communication	4.11	4.03	3.60	0.67	Not Significant	Ho; not rejected
Staff Development	3.98	3.88	3.20	1.24	Not Significant	Ho; not rejected
Evaluation	3.81	3.93	4.40	0.95	Not Significant	Ho; not rejected
Leadership	4.03	4.00	4.00	0.02	Not Significant	Ho; not rejected
Classroom Visitation	3.92	4.00	3.90	0.17	Not Significant	Ho; not rejected
DESIRED						
Instruction	3.85	3.82	2.90	1.78	Not Significant	Ho; not rejected
Communication	4.11	4.03	3.60	0.67	Not Significant	Ho; not rejected
Staff Development	3.98	3.88	3.20	1.24	Not Significant	Ho; not rejected
Evaluation	3.81	3.93	4.40	0.95	Not Significant	Ho; not rejected
Leadership	4.03	4.00	4.00	0.02	Not Significant	Ho; not rejected
Classroom Visitation	3.92	4.01	3.90	0.17	Not Significant	Ho; not rejected

*F - critical value (5% level of significance, 2 & 131 df) = 3.065

As shown in Table 9, the F-computed values in all areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 3.065 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by teachers when they were grouped according to educational qualification was accepted.

Table 10: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to Educational Qualification Concerning the Actual and Desired Supervisory Practices

PRACTICE	EDUCATIONAL QUALIFICATION			*F - computed value	Significance	Decision
	Bachelor	Masteral	Doctoral			
ACTUAL	3.76	4.39	4.00	7.80	Significant	Ho; rejected
Instruction						
Communication	4.26	4.54	4.50	1.61	Not Significant	Ho; not rejected
Staff Development	4.12	4.43	4.50	1.81	Not Significant	Ho; not rejected
Evaluation	3.35	4.03	3.55	12.97	Significant	Ho; rejected
Leadership	4.13	4.40	4.00	1.18	Not Significant	Ho; not rejected
Classroom	4.06	4.29	4.00	0.93	Not Significant	Ho; not rejected
Visitation						
DESIRED						
Instruction	3.85	4.09	4.00	0.49	Not Significant	Ho; not rejected
Communication	4.60	4.45	4.00	1.28	Not Significant	Ho; not rejected
Staff Development	4.13	4.45	4.00	1.24	Not Significant	Ho; not rejected
Evaluation	3.91	4.31	4.00	1.15	Not Significant	Ho; not rejected
Leadership	3.69	4.43	4.00	3.26	Not Significant	Ho; not rejected
Classroom	3.71	4.17	4.00	1.57	Not Significant	Ho; not rejected
Visitation						

*F - critical value (5% level of significance, 2 & 33 df) = 3.28

As shown in Table 10, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 3.28 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to educational qualification was accepted. However, the null hypothesis in the areas of instruction, and evaluation under actual supervisory practices was rejected.

Table 11: Comparison of Mean Perceptions of the Teachers when Grouped According to Educational Preparation Concerning the Actual and Desired Supervisory Practices

PRACTICE	EDUCATIONAL PREPARATION		*F - computed value	Significance	Decision
	Education Graduate	Non - Education Graduate			
ACTUAL	3.87	3.61	2.00	Not Significant	Ho; not rejected
Instruction					
Communication	4.09	4.09	0.00	Not Significant	Ho; not rejected
Staff Development	3.95	3.98	0.02	Not Significant	Ho; not rejected
Evaluation	3.87	3.69	1.05	Not Significant	Ho; not rejected
Leadership	4.06	3.84	1.13	Not Significant	Ho; not rejected
Classroom	3.97	3.70	2.63	Not Significant	Ho; not rejected
Visitation					
DESIRED					
Instruction	3.80	3.69	0.28	Not Significant	Ho; not rejected
Communication	3.90	3.89	0.01	Not Significant	Ho; not rejected
Staff Development	3.94	3.87	0.13	Not Significant	Ho; not rejected
Evaluation	4.10	3.80	2.05	Not Significant	Ho; not rejected
Leadership	4.10	3.69	4.58	Significant	Ho; rejected
Classroom	4.06	3.78	2.25	Not Significant	Ho; not rejected
Visitation					

*F - critical value (5% level of significance, 1 & 132 df) = 3.91

As shown in Table 11, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical values of 3.91 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by teachers when they were grouped according to educational preparation was accepted. However, the null hypothesis in the area of leadership under desired supervisory practices was rejected.

Table 12: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to Educational Preparation Concerning to the Actual and Desired Supervisory Practices

PRACTICE	EDUCATIONAL PREPARATION		*F - computed value	Significance	Decision
	Education Graduate	Non - Education Graduate			
ACTUAL	4.10	4.33	1.67	Not Significant	Ho; not rejected
Instruction					
Communication	4.44	4.50	0.09	Not Significant	Ho; not rejected
Staff	4.31	4.50	0.78	Not Significant	Ho; not rejected
Development				Significant	rejected
Evaluation	3.70	4.30	9.51	Significant	Ho; rejected
Leadership	4.29	4.33	0.03	Not Significant	Ho; not rejected
Classroom	4.18	4.33	0.46	Not Significant	Ho; not rejected
Visitation				Significant	rejected
DESIRED					
Instruction	3.95	4.30	1.53	Not Significant	Ho; not rejected
Communication	4.47	4.50	0.02	Not Significant	Ho; not rejected
Staff	4.29	4.50	0.51	Not Significant	Ho; not rejected
Development				Significant	rejected
Evaluation	4.11	4.50	1.40	Not Significant	Ho; not rejected
Leadership	4.11	4.50	1.06	Not Significant	Ho; not rejected
Classroom	3.99	4.17	0.31	Not Significant	Ho; not rejected
Visitation				Significant	rejected
*F - critical value (5% level of significance, 1 & 34 df) = 4.13					

As shown in Table 12, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 4.13 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to educational preparation was accepted. However, the null hypothesis in the area of staff development under actual supervisory practices was rejected.

Table 13: Comparison of Mean Perceptions of the Teachers when Grouped According to Seminars Attended Concerning the Actual and Desired Supervisory Practices

PRACTICE	SEMINARS ATTENDED			*F - computed value	Significance	Decision
	Local	Regional	National			
ACTUAL	3.87	3.48	3.86	1.59	Not Significant	Ho; not rejected
Instruction						
Communication	4.12	3.88	4.05	0.71	Not Significant	Ho; not rejected
Staff Development	3.94	3.92	4.01	0.08	Not Significant	Ho; not rejected
Evaluation	3.85	3.72	4.02	0.76	Not Significant	Ho; not rejected
Leadership	4.03	4.30	3.87	1.16	Not Significant	Ho; not rejected
Classroom Visitation	3.96	4.10	3.72	1.64	Not Significant	Ho; not rejected
DESIRED						
Instruction	3.81	3.87	3.62	0.56	Not Significant	Ho; not rejected
Communication	3.88	4.07	3.89	0.27	Not Significant	Ho; not rejected
Staff Development	3.93	4.23	3.76	1.32	Not Significant	Ho; not rejected
Evaluation	4.06	4.50	3.82	2.69	Not Significant	Ho; not rejected
Leadership	4.06	4.57	3.71	5.18	Significant	Ho; rejected
Classroom Visitation	3.99	4.33	3.96	1.24	Not Significant	Ho; not rejected
*F - critical value (5% level of significance, 2 & 131 df) = 3.07						

As shown in Table 13, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 3.07 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by teachers when they were grouped according to seminars attended was accepted. However, the null hypothesis in the area of leadership under desired supervisory practices was rejected.

Table 14: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to Seminars Attended Concerning the Actual and Desired Supervisory Practices

PRACTICE	SEMINARS ATTENDED			*F - computed value	Significance	Decision
	Local	Regional	National			
ACTUAL	3.67	4.19	4.17	2.27	Not Significant	Ho; not rejected
Instruction						
Communication	4.33	4.60	4.40	0.96	Not Significant	Ho; not rejected
Staff Development	4.53	4.38	4.30	0.37	Not Significant	Ho; not rejected
Evaluation	3.60	3.62	3.91	1.67	Not Significant	Ho; not rejected
Leadership	4.00	4.46	4.25	0.98	Not Significant	Ho; not rejected
Classroom Visitation	4.40	4.11	4.23	0.43	Not Significant	Ho; not rejected
DESIRED						
Instruction	3.93	4.11	3.97	0.19	Not Significant	Ho; not rejected
Communication	4.33	4.82	4.32	4.52	Significant	Ho; rejected
Staff Development	4.87	4.27	4.28	1.16	Not Significant	Ho; not rejected
Evaluation	4.33	3.78	4.35	2.33	Not Significant	Ho; not rejected
Leadership	4.33	3.95	4.27	0.60	Not Significant	Ho; not rejected
Classroom Visitation	4.33	3.67	4.15	2.05	Not Significant	Ho; not rejected
*F - critical value (5% level of significance, 2 & 33 df) = 3.28						

As shown in Table 14, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 3.28 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to seminars attended was accepted. However, the null hypothesis in the area of communication under desired supervisory practices was rejected.

Table 15: Comparison of Mean Perceptions of the Teachers when Grouped According to the Research Conducted Concerning the Actual and Desired Supervisory Practices

PRACTICE	RESEARCH CONDUCTED		*F - computed value	Significance	Decision
	Local	None			
ACTUAL	3.91	3.75	1.16	Not Significant	Ho; not rejected
Instruction					
Communication	4.17	3.99	2.45	Not Significant	Ho; not rejected
Staff Development	4.06	3.84	3.02	Not Significant	Ho; not rejected
Evaluation	4.00	3.67	8.08	Significant	Ho; rejected
Leadership	4.16	3.88	4.53	Significant	Ho; rejected
Classroom Visitation	3.79	3.84	0.17	Not Significant	Ho; not rejected
DESIRED					
Instruction	3.90	3.66	2.73	Not Significant	Ho; not rejected
Communication	3.99	3.80	1.94	Not Significant	Ho; not rejected
Staff Development	3.97	3.89	0.36	Not Significant	Ho; not rejected
Evaluation	4.03	4.09	0.14	Not Significant	Ho; not rejected
Leadership	4.09	3.99	0.54	Not Significant	Ho; not rejected
Classroom Visitation	4.15	3.87	5.23	Significant	Ho; rejected

*F - critical value (5% level of significance, 1 & 132 df) = 3.91

As shown in Table 15, the F-computed values in most areas of the supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 3.91 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by teachers when they were grouped according to the research conducted was accepted. However, the null hypothesis in the area of classroom visitation under desired supervisory practices and evaluation and leadership under actual supervisory practices was rejected.

Table 16: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to the Research Conducted Concerning the Actual and Desired Supervisory Practices

PRACTICE	RESEARCH CONDUCTED			*F - computed value	Significance	Decision
	Local	Regional	None			
ACTUAL	4.24	3.80	4.00	2.15	Not Significant	Ho; not rejected
Instruction						
Communication	4.59	4.00	4.28	3.60	Significant	Ho; rejected
Staff Development	4.47	4.00	4.16	2.37	Not Significant	Ho; not rejected
Evaluation	3.95	3.40	3.59	3.07	Not Significant	Ho; not rejected
Leadership	4.45	3.10	4.21	7.56	Significant	Ho; rejected
Classroom Visitation	4.36	2.90	4.14	13.84	Significant	Ho; rejected
DESIRED						
Instruction	4.15	3.20	3.88	2.69	Not Significant	Ho; not rejected
Communication	4.50	3.60	4.57	3.79	Significant	Ho; rejected
Staff Development	4.61	3.40	3.97	8.76	Significant	Ho; rejected
Evaluation	4.45	3.00	3.85	6.88	Significant	Ho; rejected
Leadership	4.54	3.00	3.72	8.09	Significant	Ho; rejected
Classroom Visitation	4.28	3.00	3.70	6.13	Significant	Ho; rejected

*F - critical value (5% level of significance, 2 & 33 df) = 3.28

As shown in Table 16, the F-computed values in most areas of the supervisory practices were found significant since the computed F-values exceeded the F-critical value of 3.28 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to the research conducted was rejected. However, the null hypothesis in the areas of instruction, staff development, and evaluation under actual supervisory practices and instruction under desired supervisory practices was accepted.

Table 17: Comparison of Mean Perceptions of the Teachers when Grouped According to their Membership in Organizations Concerning the Actual and Desired Supervisory Practices

PRACTICE	MEMBERSHIP IN AN ORGANIZATION		*F - computed value	Significance	Decision
	Local	National			
ACTUAL	3.79	4.02	1.82	Not Significant	Ho; not rejected
Instruction					
Communication	4.04	4.32	3.30	Not Significant	Ho; not rejected
Staff Development	3.87	4.35	8.30	Significant	Ho; rejected
Evaluation	3.81	4.00	1.43	Not Significant	Ho; not rejected
Leadership	3.99	4.20	1.29	Not Significant	Ho; not rejected
Classroom Visitation	3.88	4.23	5.19	Significant	Ho; rejected
DESIRED					
Instruction	3.70	4.20	6.94	Significant	Ho; rejected
Communication	3.82	4.31	6.98	Significant	Ho; rejected
Staff Development	3.87	4.24	3.84	Not Significant	Ho; not rejected
Evaluation	4.00	4.38	4.06	Significant	Ho; rejected
Leadership	4.02	4.18	0.84	Not Significant	Ho; not rejected
Classroom Visitation	4.00	4.13	0.58	Not Significant	Ho; not rejected
*F - critical value (5% level of significance, 1 & 132 df) = 3.91					

As shown in Table 17, the F-computed values in the areas of instruction, communication, evaluation, and leadership under actual supervisory practices and development, leadership, and classroom visitation under desired supervisory practices were found not significant since the computed F-values did not exceed the F-critical value of 3.91 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by teachers when they were grouped according to their membership in an organization was accepted. However, the null hypothesis in the areas of staff development and classroom visitation under actual supervisory practices and instruction, communication, and evaluation under desired supervisory practices was rejected.

Table 18: Comparison of Mean Perceptions of the Supervisory Officials when Grouped According to their Membership in Organizations Concerning to the Actual and Desired Supervisory Practices

PRACTICE	MEMBERSHIP IN AN ORGANIZATION			*F - computed value	Significance	Decision
	Local	Regional	National			
ACTUAL	4.33	4.22	3.83	7.96	Significant	Ho; rejected
Instruction	4.65	4.60	4.12	8.75	Significant	Ho; rejected
Communication	4.51	4.54	4.03	5.33	Significant	Ho; rejected
Staff Development	4.02	3.52	3.59	4.68	Significant	Ho; rejected
Evaluation	4.57	4.24	3.93	6.49	Significant	Ho; rejected
Leadership	4.44	3.74	4.05	6.15	Significant	Ho; rejected
Classroom Visitation						
DESIRED						
Instruction	4.11	3.92	3.91	0.44	Not significant	Ho; not rejected
Communication	4.66	4.44	4.23	3.03	Not significant	Ho; not rejected
Staff Development	4.63	4.36	3.89	6.62	Significant	Ho; rejected
Evaluation	4.72	3.60	3.63	20.81	Significant	Ho; rejected
Leadership	4.63	4.20	3.54	9.49	Significant	Ho; rejected
Classroom Visitation	4.33	3.36	3.83	5.44	Significant	Ho; rejected

*F - critical value (5% level of significance, 2 & 33 df) = 3.28

As shown in Table 18, the F-computed values in most areas of the supervisory practices were found significant since the computed F-values exceeded the F-critical value of 3.28 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the actual and desired supervisory practices as perceived by supervisory officials when they were grouped according to their membership in an organization was rejected. However, the null hypothesis in the areas of instruction, and communication under desired supervisory practices was accepted.

Significant Differences Between the Overall Perceptions of Principals/Assistant Principals and Subject Area Coordinators of the Actual and Desired Supervisory Practices.

Table 19: Comparison of the Overall Perceptions of Principals and Coordinators on Supervisory Practices

PRACTICE	MEAN PERCEPTION		t-value (computed)*	Significance	Decision
	PRINCIPALS	COORDINATORS			
ACTUAL:					
Instruction	4.00	4.16	-0.789	Not Significant	Ho; not rejected
Communication	4.40	4.46	-0.293	Not Significant	Ho; not rejected
Staff Development	4.46	4.32	0.588	Not Significant	Ho; not rejected
Evaluation	3.76	3.80	-0.181	Not Significant	Ho; not rejected
Leadership	4.00	4.34	-1.273	Not Significant	Ho; not rejected
Classroom Visitation	4.20	4.21	-0.026	Not Significant	Ho; not rejected
DESIRED:					
Instruction	3.96	4.02	-0.192	Not Significant	Ho; not rejected
Communication	4.20	4.52	-1.321	Not Significant	Ho; not rejected
Staff Development	4.20	4.35	-0.473	Not Significant	Ho; not rejected
Evaluation	4.20	4.17	0.088	Not Significant	Ho; not rejected
Leadership	4.20	4.17	0.063	Not Significant	Ho; not rejected
Classroom Visitation	3.80	4.05	-0.727	Not Significant	Ho; not rejected

*t-critical value (5% level of significance, 34 df) = 2.032

As shown in Table 19, the t-test resulted in negative computed t-values which indicated that the coordinators had higher ratings than the principals. However, the differences in the mean

ratings in all areas of the supervisory practices were found not significant since the computed t-values did not exceed the critical t-value of 2.032 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the overall perceptions of principals/assistant principals and subject area coordinators of the actual and desired supervisory practices was accepted.

Significant Differences Between the Overall Perceptions of Teachers and Supervisory Officials in Terms of Actual and Desired Supervisory Practices in Relation to Specified Areas Considered.

Table 20: Comparison of Overall Perceptions of the Teachers and the Supervisory Officials on the Actual and Desired Supervisory Practices

PRACTICE	MEAN PERCEPTION		t-value	Significance	Decision
	Teachers	Supervisory Officials	(computed)*		
ACTUAL:					
Instruction	3.83	4.14	-2.456	Significant	Ho; rejected
Communication	4.09	4.45	-3.153	Significant	Ho; rejected
Staff Development	3.95	4.34	-3.005	Significant	Ho; rejected
Evaluation	3.84	3.80	0.369	Not Significant	Ho; not rejected
Leadership	4.03	4.29	-1.919	Not Significant	Ho; not rejected
Classroom Visitation	3.94	4.21	-2.259	Significant	Ho; rejected
DESIRED:					
Instruction	3.79	4.01	-1.525	Not Significant	Ho; not rejected
Communication	3.90	4.47	-4.024	Significant	Ho; rejected
Staff Development	3.93	4.33	-2.722	Significant	Ho; rejected
Evaluation	4.06	4.17	-0.737	Not Significant	Ho; not rejected
Leadership	4.04	4.18	-0.903	Not Significant	Ho; not rejected
Classroom Visitation	4.02	4.02	0.009	Not Significant	Ho; not rejected
*t-critical value (5% level of significance, 168 df) = 1.974					

As shown in Table 20, the t-test resulted in negative computed t-values which indicated that the supervisory officials had higher ratings than the teachers. However, the differences in the mean ratings in the actual supervisory practices in the areas of instruction, communication, staff development, and classroom visitation were found significant since the computed t-values exceeded the critical t-value of 1.974 at a five percent level of significance. The differences in the mean ratings in the desired supervisory practices in the areas of communication and staff development were found significant since the computed t-values exceeded the critical value of 1.974 at a five percent level of significance. Hence, the null hypothesis that there are significant differences in the overall perceptions of teachers and supervisory officials of the actual and desired supervisory practices was rejected. On the other hand, the differences in the mean ratings in the actual supervisory practices in the areas of evaluation and leadership were found significant since the computed t-values did not exceed the critical t-value of 1.974 at a five percent level of significance. The differences in the mean ratings in the desired supervisory practices in the areas of instruction, evaluation, leadership, and classroom visitation were found significant since the computed t-values did not exceed the critical t-value of 1.974 at a five percent level of significance. Hence, the null hypothesis that there are no significant differences in the overall perceptions of teachers and supervisory officials of the actual and desired supervisory practices was accepted.

Conclusion

Based on the findings of the study, the following conclusions were drawn. The actual supervisory practices as perceived by both teachers and supervisory officials in relation to instruction, communication, staff development, evaluation, leadership, and classroom visitation were very effective and most items had the decision to continue which means that most of the supervisory practices were exercised properly by the supervisory officials while the desired supervisory practices as perceived by both teachers and supervisory officials in relation to instruction, communication, staff development, evaluation, leadership, and classroom visitation were very desirable and all the items had the decision to introduce. Hence, most teachers and supervisory officials were looking forward to integrating these items into the actual supervisory practices in their respective departments. The differences in the mean ratings in all areas of the supervisory practices were insignificant. Hence, the null hypothesis that there are no significant differences in the overall perceptions of principals and subject area coordinators of the actual and desired supervisory practices was accepted. The differences in the mean ratings in some areas of the supervisory practices were insignificant. However, the null hypothesis that there are no significant differences in the overall perceptions of teachers and supervisory officials of the actual and desired supervisory practices was accepted.

This study suggests allocating meetings for teachers, coordinators, assistant principals, and principals should be organized and held to discuss the identified overall gaps in their views on the actual and desired supervisory practices and to collaboratively find ways to bridge the said gaps in the areas of instruction, communication, staff development, evaluation, leadership, and classroom visitation. Also, teacher performance evaluations should be re-evaluated by administrators; teachers and supervisory officials should talk about possible ways to make performance evaluations more effective and less subjective.

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